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Editor's Column: Looking Back and Looking Ahead

Adriane M. F. Sanders

Happy Summer! I hope everyone had a SIOP Annual Conference full of excitement, learning, and connecting; I certainly did. I'd like to recognize the evolution of the SIOP conference *fashion*! This is not something I typically spend much time thinking about, but I was so pleasantly surprised with what I saw at the conference this year. There were jewel tone pant suits, suits and slacks with sneakers (and not in the mall walker kind of way), and all manner of professional attire with Doc Martens. Attendees new and well-seasoned were breaking the mold of the stuffy business attire from conferences past and looking just a little more comfortable but no less professional. And why not? Why not feel a little more comfortable to sit and stand all day long so we can focus on the fun, nerdy knowledge and networking parts of the conference? I hope to see more of this trend next April!

Next, I want to draw your attention to a great resource listed in our **IOtas** this issue: SIOP Member **Jennifer Hughes** and colleagues have published updated guidance on using inclusive language in demographic survey questions. This issue also includes a few conference recaps—important updates from SIOP committees: the highly anticipated suggestions regarding a certification model for I-Os from our LCC Committee as well as a report on the UN Committee's recent endeavors to facilitate workplace cultural change (via #NewWork initiative); the latest membership report; and a thoughtful piece on the role of I-Os in leading the future of sustainability.

And speaking of the future, I want to talk about the next three issues of *TIP*. These will be the last issues with me as editor (I can't believe it!). For these remaining issues, we are shaking things up a bit and organizing themed issues. Here is some additional context to get you thinking about how you can play along!

- **Fall issue:** *From Hugo to AI: Memorable Moments in SIOP and* **TIP** *History*
  - Author submissions due August 1
  - What it is:
    - We want to reflect on the SIOP organization and the field more broadly: where we started, where are we now, and how we got here. We also want to add a human touch to these stories. What I-O research changed *YOUR* career and why?
      - We'd love articles (and pictures!) about early annual conferences, pivotal moments in SIOP, major developments or insights in I-O, historical findings/ideologies that were firmly held beliefs—until they weren't—and so on.
    - **OR** send us a *TIP* article that was impactful to you in some way. Was it the first time you read something and felt like you were part of this big I-O community? Maybe an article you kept coming back to or sharing with peers? Maybe an article that made you laugh, think, yell, or all of the above? We want folks to dust off favorite pieces from past issues of *TIP* and send them to us with a brief explanation as to why it is a favorite.
  - What to do:
    - Email me with subject line: *From Hugo to AI*
      - Submit a completed article and any supplemental digital media. Or,
      - If you have an article idea and want feedback, email me an abstract, and we'll go from there.
      - For favorite past *TIP* articles:
        i. Send a hyperlink or PDF of the article. Search the *TIP* archives [here](#).
        ii. Include a brief explanation about why the article is meaningful to you.

- **Winter issue:** *I-O in the Classroom: Sharing Our Science via Pedagogy*
  - Author submissions due November 1
  - What it is:
    - This is an issue dedicated to all things education and training in I-O.
    - We'd love articles involving best practices in teaching I-O at the undergraduate and graduate level, exemplar and novel curricular activities, applied/experiential curricular or extracurricular activities, scholarship of teaching, what you love about teaching I-O, conducting I-O research labs, and anything in between.
    - We would also love articles authored by or coauthored with I-O students from any level (groups of student authors are also encouraged!). Such articles could align with any of the topic suggestions above or could spotlight student experiences and perceptions, such as where are I-O graduate programs missing the mark for students (or what do you want/need more of), what would you tell your undergraduate self about choosing I-O psychology, what does the thesis/dissertation/internship/job market feel like right now, how do you stay sane as a graduate student in 2023, and combating or making peace with imposter syndrome. All are ideas to get you thinking.
  - What to do:
    - Email me with subject line: *I-O in the Classroom*
      - Submit a completed article and any supplemental materials media. Or,
      - If you have an article idea and want feedback, email me an abstract, and we'll go from there.

- **Spring issue:** *Translating Science to Practice*
  - Author submissions due February 1
  - What it is:
    - This theme grew out of an initial idea to work with the Scientific Affairs Committee (SAC) to publish some translations of prominent academic research. SAC will contribute full-length papers, but we're soliciting additional research "translations" for this issue that loosely follow one of two streams. These could be translations of an individual article or a collection of recent articles related to a specific issue/topic.
      - *Translations written for practicing I-O psychologists*
        - ➢ These translations should be paired down and written for busy professionals with backgrounds in I-O who need to be aware and understand an important development in our science but who don't regularly peruse academic journals on their own.
      - *Translations written for I-O/HR practitioners*
        - ➢ These translations serve as a blueprint for practitioners to introduce (or reiterate) state of the science with organizational leaders who don't have a background in I-O. The summary portion of research article(s) would be short (though we'd want to point readers to full-length articles/resources on the subject), and the focus would be on how to talk about the issue with non-I-Os. Essentially, *what* the problem the research helps solve, *why* leaders should care about it, and suggestions for *how* you might use this research to drive change, innovation, improvements, and so on (initial action steps).
  - What to do:
    - Email me a completed article with subject line: *Translating Science to Practice*

All submissions or questions should be emailed to siop.tip.editor@gmail.com **with the subject line of the *TIP* issue of interest**. Articles should be no longer than 3,000 words.

If one of these themes gives you an idea, I hope you'll run with it, regardless of whether you've ever contributed to *TIP* before!

President's Column

Tara Behrend

It feels great to be writing this column, still buzzing from the annual conference and excited for the year ahead. I am thrilled, honored, and humbled to serve as your president this year. We have an incredible Executive Board full of thoughtful, kind, and creative minds, and hundreds of energetic volunteer leaders working to make SIOP what it is. We are also led by the amazing and hardworking staff team and our Executive Director Tracy Vanneman. Although Tracy will be departing later this summer, she is working tirelessly to ensure a smooth transition to the new CEO, whose search is underway now.

In case you missed my closing remarks at the conference, I am reprinting them below.

SIOP, this is such an exciting time for I-O psychology. After so many years of wishing that we had greater visibility and influence as a field, we are now recognized as the leading voices in topics like work burnout, remote work, AI-based assessments, and many more important societal issues. We owe past SIOP leaders a huge thanks for all of their efforts in getting us here and all of you working in organizations to educate others about the value of I-O.

Now, we have to ask ourselves what we will do with our voice. How will we make sure that I-O psychology continues to grow in influence and respect in the future? As they say, the best way to get the credit is to deserve it. We are all responsible for elevating I-O psychology through our science and through our application of scientific principles. My presidential theme for this year reflects this responsibility:

Rigor, Relevance, and Reach

Rigor means that SIOP will continue to ensure that the highest scientific, professional, and ethical standards are upheld in both research and application of I-O psychology principles. This is what sets us apart; it is our unique value, and we will continue to lead by example.

Relevance means that we will focus our efforts on topics with societal importance. SIOP is an absolutely unique organization in part because all parts of knowledge generation are represented: People working in organizations, researchers, and civil servants are all working on making society better, and this is the only place they can share their wisdom with each other about the biggest problems we are facing as a society and what we can do about it.

And reach means we will make sure that we get knowledge into the hands of people who need it, whether that means policy and government, executive leaders, or local communities.

We have a number of exciting initiatives already happening that will help us meet these goals. For example, the AI-based assessments task force led by **Chris Nye**, which recently concluded its work, has

issued [guidelines for creators and users of AI-based tests](). The GREAT Committee and Chair **Kristen Saboe** continue to build relationships with federal government entities. And the Greater China Initiative that **Mo Wang** created has been hugely successful in its first year.

I hope to launch a few new initiatives this year as well. First, I have created a task force to explore the possibility of creating a SIOP certification credential. Second, we will expand *IOP*, our flagship journal, to include a wider range of article types, including empirical reports. Third, the entire Executive Board is focused on modernizing our organizational structure and practices to become more nimble and reflect our growing and changing organization. This means building better development and succession planning opportunities for future leaders and more interconnected committee structures to facilitate collaboration. You can expect more information about these initiatives and others to come out through the year, and I encourage you to get in touch with me at any time if you have questions.

We have a lot of work to do, and we need your help to do it. I hope you will consider volunteering for a committee that interests you. Thank you for making SIOP an organization that I'm proud to be a part of; this is my 20th year of membership, and I'm looking forward to many more.

Max. Classroom Capacity: An Interview With Lisa Finkelstein

Loren J. Naidoo
California State University, Northridge

Dear readers,

Freshly returned from a SIOP conference that (at least to me) felt almost normal again, I am delighted to present my interview of SIOP's 2023 Distinguished Teaching Contributions Award winner, **Dr. Lisa Finkelstein.** Dr. Finkelstein is a full professor of Social and Industrial-Organizational Psychology at Northern Illinois University. She is also a senior consortium research fellow for the U.S. Army Research Institute. Dr. Finkelstein's research lab focuses largely on understanding how people perceive others and/or themselves in different workplace situations and relationships, and how those perceptions in turn affect those workplace situations and relationships. Dr. Finkelstein has served in many roles in the Society for Industrial and Organizational Psychology (SIOP), including Executive Board Member (Secretary), Conference Chair, and Program Chair. She is a Fellow of SIOP and the recipient of SIOP's 2016 Distinguished Service Contributions Award in recognition of sustained, significant, and outstanding service to the organization and profession. She is also the recipient of Northern Illinois University's Presidential Commission on the Status of Women Outstanding Mentor Award (2019), Northern Illinois University's Excellence in Undergraduate Teaching Award (2006), and Northern Illinois University's Presidential Teaching Professorship (2021).

Loren Naidoo: Lisa, welcome to Max Classroom Capacity! I'm so grateful to you for agreeing to chat with me and excited to hear your thoughts on teaching! I would like to start by asking you how you became interested in I-O psychology and how you ended up pursuing a career in academia?

Lisa Finkelstein: Hi Loren! Thanks so much for talking with me. Let's see, I first became interested in I-O after taking an Org Psych undergrad class my junior year at University of Vermont. My professor, Dr. Bob Lawson, was fantastic and kind and challenging and supportive—all the wonderful things—and I think that helped not only get me into the topic but also first planted the idea of wanting to be an academic and to be for other students what he was for me.

I did actually apply to programs in both social psych and I-O, loving both and not quite sure, and I ended up at Tulane University in the I-O PhD program. My love for social and I-O is definitely clear in my research, and I was so lucky to end up working in a department here at NIU that combines social and I-O!

During grad school I originally wasn't really sure that academics was for me, and then I had the opportunity to teach my own class in my 4th year. I was so nervous on the first day I thought I'd pass out before the class even started. I can remember how visibly my hands were shaking as I put those overhead slides on the projector—dating myself here! But by the end of that semester I knew I wanted to go for it and see if I could get an academic job. I really was interested in a place that valued both research and teaching, and I definitely found that and have been at NIU almost 27 years now.

Loren: You mentioned Dr. Bob Lawson as an influence in your decision to become an academic. I think we can all think of mentors who have had that kind of profound influence on our careers—I definitely

have a long list! You mentioned a few qualities of his, but I would love to dive deeper into what about those early experiences and Dr. Lawson's example that made you want to become a teacher. What was the primary appeal of teaching for you?

Lisa: I can think of two very specific instances where he did something that really inspired me. First, he had assigned a journal article that was really hard to read—very dense and technical. All of us were confused when we came to class. So he changed gears on the spot, and he had us go around, and every person read a sentence and then tried to translate it from "academese" to English, and if they got stuck, we worked on it together (with him coaching us). We went around until the whole classroom got a sentence, and then we saw that we really could read tough stuff; we just had to be patient. The second thing was at the end of the semester, we somehow got talking about ropes courses as a training exercise, and someone said, "We should do that as a class," sort of offhandedly, and he said that sounds great and arranged us all to go on a Saturday to a local place to do a ropes course. I am really afraid of heights, and I managed to do the thing where you are wired in but you cross a rope really high up (Well, seemed high to me!) from one tree to another. I hesitated for so long, telling everyone I was too chickensh*t, and was terrified, but he led everyone to cheer me on. At the end of the day, we did a closeout exercise where there was a rock or something like that that you'd pass to someone you wanted to say something to about how they impressed you or surprised you, and Dr. Lawson passed me the rock and said this is for Lisa for showing us she is not a chickensh*t. I remember being so touched (and surprised because at the time I never heard a professor swear!). I really felt such a sense of inclusion and support. So, I guess I'd say the idea that I could help motivate others and show them that sometimes things are hard, but we can figure out a way to tackle them in a safe space; that really spoke to me.

Loren: What a lovely story! There are many elements of that anecdote that jump out at me when thinking about what makes this great teaching: It was experiential, fun, challenging, personal. It also strikes me that it would be quite difficult to pull off this kind of spontaneous activity nowadays (permissions, liability, scheduling!). I am curious as to whether and how you try to include these elements in your own teaching—or, am I missing the mark about WHY this experience was so formative for you?

Lisa: Yes, I think you are right about what we can/can't pull off nowadays, but I think some of the elements inspired me. In the first example, he was willing to change his plan for the day when he knew we really weren't understanding what was going on and came up with a strategy to get us engaged and show us we could do something we didn't think we could. I guess in the second example, I was motivated to also try something I didn't think I could because I felt so supported. And as the leader of our class, he really modeled kindness and support in a way that made our class feel like a community—a group I was part of where I was seen and welcomed. That's what I try to create.

Loren: OK, that makes sense. I'm curious as to how you have taken these insights and applied them to your own classes. In what ways do you demonstrate flexibility, understanding, and support in the classes that you teach?

Lisa: Great question. Here are two stories that I talked about during my teaching talk at SIOP that might bring some of this to life. First, during the pandemic one of the things I missed most about in-person class was being able to see the metaphorical lightbulb go off over the students' heads when they got something that was initially puzzling or tough. Online my undergraduates did not want to turn on cameras or talk, which was really hard to adapt to. I finally told them we'd work with that, but they would have to be active in the chat. I made sure to use their names in the chat, greet them when they logged on, asked them for their "emoji of the day," asked specific people questions, etc. I told them what a

hard time I was having that I couldn't see the lightbulb, and one student came up with the idea of giving me the lightbulb emoji when they understood something. One day all these lightbulbs were popping up and making a ding noise after I explained something, and I almost cried it felt so good to both see that they got it but also to get some palpable feedback when I had felt like I was kind of talking to myself. Once we established this practice, I found that they also had an easier time letting me know they were confused. One day I was going to teach them how to read a regression table without really knowing regression—just give them a few pointers so that they would get out of the habit of skipping over tables when they read articles. One page had a correlation table and a regression table. I said something like "well, you all know correlations," and one brave student asked me to explain them, saying they never really understood it. And all of a sudden—ding ding ding—all these messages saying "OMG me too!" were popping up. For years I assumed they understood that; I know they've had it before, but for a lot of them it hadn't clicked. So we changed the topic of the day and practiced all the things they could learn from a correlation table. They were so grateful. I was the one that got a lightbulb over my head that day!

The second story is that I had a class of 1st- and 2nd-year grad students who were having a little struggle understanding how to draw moderators and mediators in a theoretical model and how to really understand the difference. I had a habit of kind of dancing it out physically, putting myself in the shape of the different parts of the model. They liked that, and I realized what might work better was if they all got into the shape of a model. It was great fun (we have a really good photo of this), and I adapted it to my advanced undergrad class. Actually moving around and experiencing "being the model" seemed to help it stick for both groups!

Loren: Lol. Great stories! I especially love the idea of students using a lightbulb emoji to note when they understand something! Are there any final thoughts you'd like to share with the readers?

Lisa: Yes, just one more thing, please! Recently I have had the great pleasure of developing a 1-credit course, University Experience in Psychology, that helps teach students early on about what they can do with a psychology degree (and expose them to I-O, among other paths, early—yay!). In addition, this course is essentially "Studenting 101"; I provide them with resources about everything from writing professors an email to where to find campus resources to how to take better notes in class to time management and more. I also use a gamified social-media style discussion board platform (Yellowdig) and create some nonpsychology topics too (pets, binge-worthy TV shows, music, etc.) to help them get to know each other a little better. Although I think having this type of course would be great for all psychology (and management) departments, I think all of us, when in the teaching role, can do a little bit more to provide accessible resources to help students maximize their success and build skills and confidence. Some people say "that's not my job"; I argue it is one of the most rewarding and important parts of my job.

Loren: Lisa, thank you so much for sharing your insights with us!

Lisa: My pleasure. Thanks for the thought-provoking questions. I really enjoyed reflecting on all of this!

Readers, as always, please email me with comments, feedback, or just to say hi!
Loren.Naidoo@csun.edu

Pop Psychology Book Club, Episode Two: *Toxic Positivity* by Whitney Goodman

Carrie Ott-Holland

Welcome back to Pop Psychology Book Club! In this episode, we're talking about toxins. Specifically, a type of toxin that the EPA, CDC, OSHA, and even Britney Spears have failed to recognize. And yet billions of people may be contaminated every day. Yes, we're here to talk about *Toxic Positivity*.

In case you've forgotten: This is a column where I read popular press psychology and business books in search of quotes, metaphors, models, and ideas that can provide additive value to I-O psychologists. In our last episode, I covered *A New Way to Think: Your Guide to Superior Management Effectiveness* by Roger L. Martin, which tied for our readers' top-choice pick. In this episode, I'll be covering the next top-choice pick.

The book: *Toxic Positivity: Keeping It Real in a World Obsessed with Being Happy* by Whitney Goodman

The background: Whitney Goodman is a psychotherapist who owns a private therapy practice in Miami, Florida. She runs the popular @sitwithwhit Instagram account and has been featured in a broad range of popular press publications, including *The New York Times*, *Teen Vogue*, *New York Magazine*, *InStyle*, and *Good Morning America*.

The general idea: Toxic positivity, as popularized by Goodman, refers to the idea that people are expected to demonstrate positive emotions, even in the face of difficult situations. Here's what toxic positivity looks like in practice: Imagine a person in a genuinely painful situation (e.g., losing a job), and then imagine their friend telling them what a "great opportunity this will be" and how "it really could be worse."

Regardless of the friend's intent, they are demonstrating toxic positivity by invalidating the pain the person is experiencing and asking them to fast forward through the normal progression of processing negative emotions.

To combat toxic positivity, Goodman suggests we need to identify when positivity can be problematic, learn healthy ways to process emotions, provide more meaningful support to each other, and focus on our values over our happiness. Below are some insights I found applicable and insightful for I-O psychologists.

Three Ideas I-O Psychologists Can Use

1. There Are Several Situations Where Introducing Positivity Is Likely to Be Unhelpful and Inappropriate.

Goodman outlines the top issues wherein positivity may be unproductive and inappropriate:

- Infertility and pregnancy loss
- Grief
- Illness and disability
- Romantic relationship struggles
- Family estrangement
- Career trouble or job loss
- Physical appearance (e.g. losing or gaining weight)
- After a traumatic event
- Pregnancy and parenting

- Racism, homophobia, sexism, ableism, sizeism, classism, and other types of prejudice
- Mental health issues

According to Goodman, we should realistically expect people facing these challenges to feel pain and suffering' and should avoid imposing a "silver lining" on their experience.

I-O takeaway: How might organizations anticipate events of this type in the workplace so that employees can find the support they need? Goodman's recommendations serve as a starting point for some aspects of allyship and encourages us to consider a broad range of situations where people may question the lived experiences of others.

2. Showing Effective Support for Others Requires Two Main Skills: Good Listening and Strong Boundaries.

Goodman suggests that to show effective support, people need to focus on their listening and boundary-setting skills. She describes good listening as looking for what a person is struggling with, what resources they have access to, what they've already tried, and what they need at the moment (which may not be a solution). Good listeners provide validation, avoid offering solutions, and share times when they felt the same way to help normalize the person's reactions.

The flip side of good listening is setting boundaries when you don't have the energy, resources, or qualifications to assist someone. This involves assertive and compassionate communication ("I'm so sorry this is happening. I had a rough day and can't be the best support to you right now, but let's schedule a time for coffee this week.") Goodman notes that boundaries are helpful to everyone involved, including the person in need of support who can then find others who can provide it more effectively.

I-O takeaway: These skills are incredibly worthy topics for managerial and leadership training—listening and empathizing with others are critical to success in these roles. But this got me wondering: What would organizations look like if *all* employees were expected to develop and use these skills? How much more effective would salespeople be? How much more supported, included, and cohesive would employees feel working with one another?

3. Taking a Values-Driven Approach Can Provide a Healthy Alternative to the "Toxic" Happiness-Driven Approach.

The book suggests people who take a happiness-driven approach to life tend to believe painful and negative thoughts need to be eliminated. They also tend to believe that those who haven't achieved happiness simply haven't put in enough effort. Goodman offers a values-driven life as a better alternative: Living by our values can motivate and ground us, even though this approach comes with both happiness and pain.

I-O takeaway: Organizations tend to have varying degrees of success with communicating difficult news to employees (e.g., every CEO layoff email in 2023). By framing difficult messages in terms of organizational values, leaders can convey something of shared importance without trying to falsely imbue a silver lining.

Should I read the whole book? Most of the content fell squarely into the "self-help" category, so read it if you're interested in this topic for personal reasons—but there aren't many organization-level takeaways beyond what I've mentioned in this column. I did appreciate how the book's premise had an interesting overlap with familiar I-O constructs (emotional labor, hedonic vs. eudaimonic well-being) but

also pushed beyond the boundaries of how those constructs are traditionally explored in our field. That said, you certainly don't need to read the book to grasp Goodman's topic and perspective.

That's a wrap! Vote on the Episode 3 Pop Psychology Book Club book **by July 15**. You can fill out the [short survey](#) here.

Want to read past columns? You can find [the pilot column here](#) and [episode 1 here](#).

Have you read *Toxic Positivity*? I'd love to discuss over email: c.ottholland@gmail.com

Until next time!

SIOP Premieres New Student Consulting Challenge

Jennifer Diamond Acosta
Allstate

The SIOP Program Committee recently hosted a virtual student consulting challenge that saw graduate students from across the country compete to solve a real-world business problem. This new student challenge is one of two competitions that SIOP ran this year in advance of its annual conference; the other is the Machine Learning Competition, which began in 2018 and returned this year after a 2-year hiatus.

The inaugural SIOP Consulting Challenge Case Competition was held March 30 to April 4, 2023. Over the 5-day event, 12 teams, each comprising four students from four universities, responded to a hypothetical call for proposals from UKG. UKG is an HR software firm headquartered in Boston. The teams presented their proposals to a panel of judges comprised of consultants and UKG leaders. Special thanks to **Samantha Kalsow** from UKG (right) for hosting the event and to **Dan Sachau** and **Madison Smiley** from Minnesota State University, who coordinated the competition.

The SIOP Student Consulting Challenge was open to master's and doctoral students in I-O psychology programs. The aim of the challenge was to provide students with the opportunity to refine their consulting skills and grow their professional networks. This year's cohosting company, UKG, a provider of HR, payroll, and workforce management solutions, posed as a client company. Samantha Kalsow, a senior manager in People Analytics at UKG, created the focal case study in collaboration with organizers from the SIOP Program Committee, Dan Sachau and Madison Smiley. Kalsow found value in UKG's involvement in the challenge, sharing that "while being a great learning opportunity for students to face a real business question and work with people from all across the country, the consulting challenge also benefitted UKG in having students provide new perspectives and the latest research on the topic."

Forty-eight students participated (the maximum allowed for 2023) from over 30 universities. Participants were divided into teams, each consisting of four members from different universities. During a kickoff session, they were given the case study, which focused on redesigning the company's performance management practice to encompass a skills-led approach. The teams were then tasked with creating a 15-page written proposal to describe their innovative and practical solutions.

After 4 intense days of work, the students presented their solutions to the judges, who were SIOP members in consulting roles from eight prominent consulting firms. **Lindsey Freier**, a student at Bowling Green State University and member of the second-place team, shared that her team proposed a two-part solution as an extension of the client's existing program. "First, we added a development and implementation goal for a specific skill to their performance management process. Second, we suggested a pilot of a team-based skill development process," said Frier.

The judges were impressed by the quality and creativity of the proposals, as well as the presentation skills of the students. The winning team, comprising **Chidera Agbo** (University of Maryland, College Park), Charitta Askew (The Chicago School), **Brittney Calhoun** (University of Tennessee, Chattanooga), and **Yichen Tang** (Georgia Institute of Technology), received a cash prize of $2,000. A $1,000 cash prize was given to the second-place team, which included Lindsay Freier (Bowling Green State University), **Stephanie Granger** (University of Tennessee, Chattanooga), **Ella Groner** (Minnesota State University, Mankato) and **Janika Koelblin** (Meredith College). The members of these top two teams participated in a panel session as part of the annual conference to share their experiences and solutions. During this session, Dan Sachau presented the group with trophies to honor their hard work and success.

Participants of the student consulting challenge found the experience to be a unique offering and a valuable educational experience. "I thought it was a great opportunity to work with students from other schools and learn more about consulting. We don't have an actual class on consulting, so I thought this would give me the chance to not only gain more skills but also use them," shared Janika Koelbin. Lindsey Freier commented, "I learned a lot about what it's like to work in an ad-hoc team and the challenges and small victories that go along with it. I got to see firsthand the importance of communicating, setting appropriate deadlines, being flexible, and supportive, all of which were intensified by the condensed timeline." Ella Groner found the student challenge valuable as a preview of practitioner careers. "It is an opportunity to take what we are learning in our coursework and apply it directly to an organizational problem. The challenge provides just a snippet of what we will be doing every day after graduation," Groner shared.

The event was seen as a huge success by the members of the Program Committee, who were pleased to see so much interest in the event, which hit full capacity within 2 weeks of opening registration and had strong attendance at its conference session. UKG was pleased with the outcome as well. "All the student teams did a wonderful job pulling together their proposals and presentations over such a short time. I was impressed with the quality, thoughtfulness, and hard work that went into the challenge. Thank you to all the student teams and the Program Committee for such a great experience!" shared Kalsow. The SIOP Program Committee plans for the challenge to become an annual event, providing students with a regular opportunity to showcase their skills and connect with industry professionals.

First-Place Team: *Received $2000 and trophy.* From L-R: Chidera Agbo, University of Maryland, College Park; Charitta Askew, The Chicago School; Brittney Calhoun, University of Tennessee, Chattanooga; and Yichen Tang, Georgia Institute of Technology.

Editor's note: I just have to give a little shout out to my former student, Charitta! She is an alum of Austin Peay State U's MSIO program, and we couldn't be more proud of her and this accomplishment as she completes her doc program!

Second-Place Team: *Received $1000.* From L-R: Lindsay Freier, Bowling Green State University; Stephanie Granger, University of Tennessee, Chattanooga; Ella Groner, Minnesota State University; and Janika Koelblin, Meredith College.

Judges: Sarena Bhatia, Kincentric; **Michel A. Buffet**, Korn Ferry; **Craig Dawson**, Modern Hire; **Andrea Deege**, Korn Ferry Institute; **Brittany Head**, Perceptyx; **Daniel King**, Hogan Assessments; **Jaclyn Martin Kowal**, PDRI; **Amy McKee**, HumRRO; **Jeff Schneider**, Korn Ferry; **Briana Squires**, Kincentric
UKG: Host, Sam Kalsow, Melissa Shore, Trisha Zustra, and **Kate Conley**

2023 SIOP Consortia: Thank You to Our Presenters and Attendees!

Consortia Committee: Amber L. Burkhart, Manuel F. Gonzalez, Alexandra Harris-Watson, Lauren R. Locklear, Nchopia Nwokoma, Brandon S. Riggs, Beth Adams, Jan L. Harbaugh, I-Heng (Ray) Wu, & Nadine Tresa Maliakkal

It was exciting to welcome over 140 consortia registrants to this year's Master's, Doctoral, Early Career Faculty, and Early Career Practitioner Consortia. The SIOP Consortia provided virtual and in-person programming this year. Again, I am impressed with the Consortia Committee's commitment in developing programming that benefits the professional development of members at various stages across our membership base. We are also thankful for the 60+ presenters who gave their time and energy to make this a successful event. Over 90% of consortia attendees who responded to the post-event survey said that the event was a good use of their time and helped them feel more connected to the SIOP community! We are so happy to see this positive impact and happy to provide a summary of what was offered and invite you to consider this as part of your SIOP conference experience next year.

Master's Consortium

2023 marked another successful Master's Consortium! This year's Master's Consortium was completely virtual, with ~40 participants joining four 2-hour sessions in the 2 weeks prior to the SIOP conference. Post-event feedback was positive, with attendees rating their satisfaction with the event overall at 4.1 out of 5. When asked what about the consortium was most valuable, one student responded, "The advice which could immediately be applied. Everyone was also very friendly and open to helping the master's students!"

This year's consortium consisted of six keynote speakers representing many of the top avenues pursued by master's I-O students postgraduation: internal consulting, external consulting, assessments, and government.
- Tara Schlacter (Learning Business Partner with Cardinal Health): Consulting: Building Your Brand While Growing Your Skillset
- Nathan Cornwell (Senior Consultant with Hogan Assessments): Living Like an Octopus: The Many Tentacles of a Business Psychologist
- Jenn Reaves (Product Development Manager) and Ryan Hendricks (Program Manager, both with the Office of Personnel Management): Agile Development, The Federal Government, and I-O Psychology
- **Tiffany Pires** (Senior Consultant with Perceptyx): The Journey of an External I-O Consultant
- **Christina Dougherty** (Director of Engagement & Assessments with HCA Healthcare): My Career Path and Lessons Learned in Healthcare

Several additional presentations were developed and delivered by Chair **Brandon Riggs** and Cochair **Beth Adams**. The consortium kicked off with a speed networking activity, and then Brandon presented an introduction to business acumen and how to ensure your work aligns with the company's mission and goals. In another session, Beth presented best practices and considerations for interviewing for one's first postgraduate role.

SIOP is pleased to participate in the launch of new I-O careers, and the Master's Consortium is one of the great ways SIOP can help support soon-to-be grads as they prepare to enter the workforce. From all the members of the Consortia Committee, thanks for participating, and we wish you all the best in the future!

Lee Hakel Doctoral Consortium

The Lee Hakel Doctoral Consortium celebrated another successful year, with 29 doctoral students from over 20 programs participating in a series of in-person professional development sessions. Students interacted with panelists from academic and applied backgrounds to discuss how to build a successful career in I-O psychology.

The first half of the day kicked off with a session focusing on the dissertation process, featuring **Yi-Ren Wang** and **Charlene Zhang**, whose dissertations were both recognized by SIOP. Both speakers discussed how to thrive during the dissertation process. For the second session of the day, attendees broke out into two panel sessions focused on navigating the job market, based on whether they wanted to work in academia (panelists: **Mark Ehrhart, Keaton Fletcher, Anna Gödöllei,** and **Michael Wilmot**) or in industry (panelists: **John Capman, Desmond Leung, Toni Locklear,** and **Leah Tecle**). Attendees gained insight on how to best situate themselves as job applicants and how to navigate application and interview processes for either career path.

The second half of the day then launched with a series of roundtable discussions on a variety of topics relating to maintaining productivity and well-being as an I-O psychologist. Attendees were able to speak with expert academics and practitioners on the topics of well-being (led by **Erin Eatough-Cooley** and **Matt Howard**), balancing a career in academia and practice (led by **Marcus Dickson** and **Elliott Larson**), starting off strong in a PhD-level job (led by **Marino Mugayar-Baldocchi** and **Bo Zhang**), crafting a professional identity (led by **Victoria Mattingly** and **Enrica Ruggs**), and navigating service as an I-O psychologist (led by **Evan Sinar** and **Isaac Sabat**). Attendees, together with those of the Early Career Faculty Consortium, then refreshed with snacks and beverages before wrapping up the day with a bootcamp session on peer reviewing research manuscripts, which was led by **Lillian Eby** and the editorial board of the *Journal of Applied Psychology* (**Wendy Casper, Bryan Edwards, Allison Gabriel, Alicia Grandey, Jasmine Hu, Jenny Hoobler, Jonas Lang, Scott Morris, Fred Oswald, Christopher Porter,** and **Kristen Shockley**).

After an eventful Doctoral Consortium in 2023, we're excited for what next year's consortium will have in store for SIOP's late-stage doctoral students! Anyone interested in participating should keep an eye out for an announcement toward the end of 2023 with details on how to participate. Thanks to the attendees, panelists, and everyone who made this year's Doctoral Consortium a success!

Early Career Faculty Consortium

We are pleased to share that the 2023 Early Career Faculty Consortium was a success! The ECFC hosted 28 early career academics from various universities and departments. Participants interacted with esteemed midcareer and senior scholars in academic positions across I-O psychology and organizational behavior.

The fully in-person consortium kicked off the day with the panel Teaching Undergraduate and Graduate Courses, led by **David Costanza** (George Washington University), **Gloria Gonzàlez** (Claremont Graduate University), **Maura Mills** (University of Alabama), and Isaac Sabat (Texas A&M University).

Then, participants attended Surviving and Thriving Through the Promotion and Tenure Process from recently tenured faculty, including **Charles Calderwood** (Virginia Tech), **Kristen Jennings Black** (University of Tennessee at Chattanooga), **Sabrina Volpone** (University of Colorado Boulder), and **Don Zhang** (Louisiana State University).

In the final panel session, panelists presented Research and Pipeline Tips & Tricks. Panelists included Mark Ehrhart (University of Central Florida), **Archana Tedone** (University of Baltimore), **Roni Reiter-Palmon** (University of Nebraska Omaha), and **Cort Rudolph** (Saint Louis University).

To finish off the day, the editorial board of *Journal of Applied Psychology (JAP)* led a reviewer bootcamp. Participants were invited to prepare a practice review of a paper in advance of the session. During the session, participants were paired with one of *JAP's* editors or action editors (Wendy Casper, Lillian Eby, Bryan Edwards, Allison Gabriel, Alicia Grandey, Jasmine Hu, Jenny Hoobler, Jonas Lang, Scott Morris, Fred Oswald, Christopher Porter, Kristen Shockley). Discussion focused on high-level themes of the paper, how to structure reviews, and best practices for constructive and developmental peer reviews.

Feedback from the consortium was overwhelmingly positive, with the majority of participants being extremely satisfied with the panels and reviewer bootcamp. Participants suggested that the most valuable part of the consortium was "hearing about practical teaching and research tactics…that I can implement to enhance my craft," and "individual conversations with panelists." The participants also provided excellent suggestions to improve the 2024 Early Career Faculty Consortium.

The ECFC Consortia Cochairs **Lauren Locklear** and **Alex Harris-Watson** send a heartfelt thank you to the junior faculty for participating—we wish you all the best in the future! And to the wonderful panelists, thank you all so much for dedicating your time and helping make the consortium a success!

Early Career Practitioner Consortium

After the success of returning in person in 2022, the 2023 Early Career Practitioner Consortium (ECPC) was once again an in-person event and was attended by more than 30 practitioners. This year's ECPC emphasized the importance of building agility as practitioner to effectively grow and develop in an applied career. The consortia included a full program of I-O experts who shared their career trajectories, career blunders, and ways to further develop as I-O practitioners.

In a preconference virtual event the ECPC participants had the chance to meet their fellow ECPC participants, learn more about the 2023 theme of practice agility, how to prepare for the in-person event, as well as build self-awareness with a debrief on the Hogan Personality Inventory. As part of their preconsortium assignment, participants completed the Hogan Personality Inventory. Then in the preconference virtual event, **Jessie McClure** from Hogan Assessments met with the group to discuss how personality predicts performance in the workplace and facilitated a group debrief of assessment results. Her presentation helped frame a positive perspective of self-awareness and self-development as the program moved to skills needed to be successful practitioners.

ECPC participants were able to hear from distinguished I-O professionals **Allan Church, Nancy Tippins, Jodi Himelright, Stacey Levine,** and **Lizzette Lima,** who all shared experiences from their illustrious careers and gave insights into how some critical experiences shaped where they are today, including how the ability to remain agile and learn from different challenges impacted their success. Although no one expert's path was the same, they shared perspectives for developing a career brand and approaching new opportunities in relation to one's career goals.

The group was also able to hear from ECPC Cochair **Jan Harbaugh**, managing consultant at SHL, to learn more about how assessments can be powerful tools not only in their work as practitioners but also in their own personal development as an I-O professional.

Britany Marcus-Blank, Dara Drescher, Mike Litano, Rawn Santiago, and **Sertice Grice** served as mentors for the day. In a panel discussion, these mentors shared their personal career experiences and discussed skills not taught in graduate school but critical to success. They also shared the importance of remaining curious and agile, operating with purpose, forming connections, and balancing depth of experience with breadth.

Attendees spent much of the time joining breakout groups with the mentors and presenters. They had the chance to ask their top-of-mind questions, linking the day's content to their own paths. This time also allowed attendees to practice applying skills needed to become successful practitioners, along with forming connections with each other.

ECPC participants walked away with a better understanding of practice agility, what it looks like in action, and how to grow it in their own careers. The experience helped them to feel more connected to SIOP and eager to be more involved in the SIOP community. We are excited about the positive impact of the 2023 ECPC, and we are looking forward to ECPC 2024!

SIOP Distinguished Professional Contributions Award (2023):
"Stories of Discovery in the Pursuit of Practice"

Michael A. Campion
Purdue University (and Campion Services, Inc.)

The purpose of this article is to summarize my presentation for the 2023 Society of Industrial and Organizational Psychology (SIOP) Distinguished Professional Contributions Award.[1] I begin with a few introductory remarks on my background and the award, followed by suggestions for making discoveries in applied work. I also provide examples of how I identified improvements to practice through my own applied work. Finally, I end with a few recommendations.

The science–practice model is not science versus practice, and it certainly is not academic versus applied. Rather, those in academic settings should try to consult, and those in applied settings should try to conduct research and publish. There are many benefits to practice, teaching, and science; each contributes to the others, and all three are necessary to be a stable platform.

Although I am a professor in a business school, and I write a lot of articles, I am not a pure "academic." I started my career with 8 years in industry, 4 years each at Weyerhaeuser Company and IBM (1978–1986). I have been at Purdue since 1986 but actively consulting since 1987. I have conducted about 1,500 projects in 200 organizations, consulting and writing articles on a wide range of I-O topics, including but not limited to selection, validation, job analysis, career development and training, and recently artificial intelligence.

The Professional Contributions Award, as I understand it, is for contributing to the improvement of practice, regardless of your main employment setting. Although I am primarily located in an academic setting on a daily basis, I understand that I got the award for how my research influenced practice. I learned those improvements in practice through my applied work in consulting.

I exemplify a new personality trait: *Need for sharing knowledge*. When I began practicing, I was in awe of how much we did not know (or, instead, how much was not documented in the literature). I had this intrinsic need to want to tell other people what I learned. I tried to publish and present papers, and had some modest success. I soon became obsessed with looking for insights in each applied project and sharing them with others in the profession. Most of my publications and presentations have been things I discovered or created in practice. This has become my *modus operandi*.

Some Secrets to Publishing From Applied Projects

First, organizations are willing to use stronger research methods if the project is important to them and the researcher explains the value of research rigor. Research quality should be more important in applied work anyway, given it will affect peoples' lives. Second, put together teams of researchers to publish the data. This award and presentation is a salute to my teams of coauthors. I really owe it to them.

Third, asking for permission to use the data for publication is usually unnecessary and often backfires. Organizations that benefit from the science have an obligation to give back. Fourth, be inspired by solving the problem as opposed to pursuing a narrow theoretical interest. Be agnostic as to topic, finding, or theory. Fifth, do not worry about what is trendy; publish what you are working on. The importance of the topic is justified by the fact that an organization is sponsoring the project. Sixth, be willing to look into other literature and new areas; take on projects outside your domain (within reason of course). We have generalizable research skills.

Being new to an area will often lead to key insights because you are not encumbered by the received doctrine (i.e., currently accepted interpretation of a phenomenon within a field).

The remainder of this commentary is devoted to examples of how I tried to improve practice through discovery in applied projects. I divide the examples into three broad topic areas below.

Structured Interviewing

I have conducted about 150 projects, and I shared the findings in about 25 articles (and an equal number of SIOP presentations). Here are some examples of the applied question or observation, followed by the citations of the primary publications.

1. How can we change the hiring practices to treat all candidates equally after a race discrimination lawsuit? Let's ask everybody the same questions and evaluate the answers in a more objective way. See Campion et al. (1988).

2. Are situational and past behavior interview questions equally valid? Let's include both and compare them in the next consulting project to see. See Campion et al. (1994).

3. Structuring the interview is clearly the way to go. Somebody needs to summarize all the ways to do so to improve practice. See Campion et al. (1997).

4. If structured interviews are presumed to be fairer and more defensible, let's see if judges even notice. Bring in a couple of attorneys who are I-Os as coauthors to ensure we interpret the court cases correctly. See Gollub-Williamson et al. (1997).

5. If structured interviews are presumed to be fairer, do they show any demographic similarity effects? See McCarthy et al. (2010).

6. We know candidates fake in interviews, but how and how much? This was a dissertation inspired by practice. Aside from helping understand how faking occurs, another implication is that the accepted practice of probing makes it worse, especially for situational questions. See Levashina and Campion (2007).

7. How can we reduce rating errors among interviewers (leniency, severity, and central tendency)? What if we give them feedback on their past ratings? See Hartwell et al. (2016).

8. Good literature reviews are very helpful to practice by summarizing what is currently known. See Levashina et al. (2014) and Posthuma et al. (2002).

Job Analysis and Work Design

I have conducted about 200 projects, and I shared the findings in about 25 articles (and an equal number of SIOP presentations).

1. How can I do a dissertation that combines my PhD training program in I-O, human factors, and industrial engineering? Many if not most problems in organization are interdisciplinary, and this can lead to key insights. See Campion and Thayer (1985) and Campion (1988).

2. Who actually knew that the practice of job redesign requires meaningful trade-offs, and they can be clearly predicted in advance and maybe even reduced with an interdisciplinary perspective? This started as a SIOP poster paper that was read by some I-Os in a company that led to years of consulting and discoveries. See Campion and McClelland (1991) and Campion and McClelland (1993).

3. This "teams" trend is cranking up. We need to get out ahead of it. How can we design teams so they are more likely to be effective? A progressive client might be willing to do decent studies to find out. See Campion et al. (1993) and Campion et al. (1996).

4. Can I use opportunities to redesign jobs and teams to further our understanding to improve practice? I found field quasi-experiments are often possible if you look for them. See Morgeson and Campion (2002) and Morgeson et al. (2006).

5. How can we combine everything we know to replace the Dictionary of Occupational Titles? The answer was the Occupational Information Network (O*NET). I was asked to join three of the eight research groups that were responding to the request for proposals put out by the U.S. Department of Labor to conduct the initial research. However, I had befriended many people in the DOL earlier in my career due to my applied work, and they asked if I would rather be on the team to pick the winner (and ultimately help supervise the development of O*NET). So, it was a question of "bird in hand versus bird in bush." See Peterson et al. (2001).

6. Doesn't anyone else realize that job analysis is susceptible to all the judgment errors known in psychology? Is that an elephant in the room? This started as a presentation at a DOL conference, which launched years of inquiry, mostly based on embedding research in applied job analysis data collections. See Morgeson and Campion (1997), Morgeson and Campion (2000), Morgeson et al. (2004), and Morgeson et al. (2016).

7. How can you convert the sometimes boring due-diligence process called job analysis into an organization-changing development effort? Call it competency modeling. As a coauthor put it, this is the "Trojan horse" of job analysis. It is a way to sneak job analysis into discussions in the executive suite. Let's get together a group of practitioners to share what they know with the profession. See Campion et al. (2011). In a related project, I used a change initiative at a government client to learn how competency models can drive strategy. See Campion et al. (2020).

8. Did you know that incumbents may tailor (craft) their jobs to meet their needs? This was not a discovery from practice, but it has implications for practice. I now include a job-crafting measure in every job analysis survey. See Bruning and Campion (2018) and Bruning and Campion (2022).

Personnel Selection

I have conducted about 700 projects, and I shared the findings in over 40 articles (and an equal number of SIOP presentations).

1. How can we reduce racial subgroup differences in test scores? This is one of the most important social issues in I-O. Let's try some things with various clients. See Campion et al. (2001), Schleicher et al. (2010), Van Iddekinge et al. (2011), and Campion et al. (2019).

2. Candidate perceptions really matter. How can we improve them? Let's try some manipulations, correlates, and improved measurement. All these projects used dataset from applied selection projects. See

Bauer et al. (1998), Bauer et al. (2001), Truxillo et al. (2002), Schleicher et al. (2006), McCarthy et al. (2013), and McCarthy et al. (2017).

3. As teams become more common, we should figure out how to staff them. See Stevens and Campion (1994), Stevens and Campion (1999), Morgeson et al. (2005), and Mumford et al. (2008).

4. Personality testing is becoming a major trend, and everyone is forgetting they have very low validity. How could we objectively evaluate the evidence? Let's ask a panel of former journal editors with experience judging research and no obvious ownership of that literature. See Morgeson et al. (2007a), and Morgeson et al. (2007b).

5. Situational judgment tests should be revitalized because they can measure some personality traits in a less fakable way and some mental abilities with smaller subgroup differences. There were also some bad ideas developing in the literature that needed to be avoided, such as reinventing them as written situational interviews or equating them with common sense. They have actually been around since the 1940s and can measure a range of attributes. See McDaniel et al. (2001).

6. How do recruiters interpret application and resume information? This has practical value to both candidates and organizations but is virtually never examined in the research. See Brown and Campion (1994).

7. Can we create more qualified candidates by recruiting them earlier in life rather than having to compete for them when they are on the job market? This was a surprising discovery when analyzing recruiting source data for a client. See Campion et al. (2017).

8. Why fire perfectly adequate employees? Borrowing options theory from finance may help explain this practice in professional service firms. See Malos and Campion (1995), and Malos and Campion (2000).

9. Artificial intelligence may be the biggest influence on personnel selection since tests were developed. I was an early adopter, starting with work in 2012 and implementing a computer model for selection in 2014. I recognized the confluence of Big Data, advanced analytics, and opportunity (need) at a key client. This led to the first published article on the topic in a top I-O journal in 2016 and many studies since. See Campion et al. (2016), Campion and Campion (2020), Campion and Campion (in press), Campion and Campion (under review), and Campion et al. (under review).

10. Promotion and career development are neglected in I-O. Large companies think this is important, and their archival data can answer many questions. See Campion et al. (1994), Campion et al. (2021), and Campion et al. (in press).

11. Turnover management is very important to organizations but very difficult to manage because the reasons for turnover are so heterogeneous. What do I tell my clients? The literature focuses almost totally on the predictors, ignoring the criterion and process. See Campion (1991), Maertz et al. (2003), and Maertz and Campion (2004).

12. Unusual findings in staffing should be documented. They are not known and may be useful to others. See Campion et al. (1981), Campion and Mitchell (1986), Campion and Campion (1987), Posthuma et al. (2005), Maertz et al. (2010), Levashina et al. (2012), and Arnold et al. (2021).

13. Best practices papers are useful. Expert testimony requires doing something "scientific," so best practice reviews can come out of it. Helping settle lawsuits should pay back to the profession. See Morgeson et al. (2008), Posthuma and Campion (2008), Levashina and Campion (2009), Posthuma and Campion (2009), Campion et al. (2011), Jimenez-Arevalo et al. (2013), Campion et al. (2018), Posthuma et al. (2018), and Campion et al. (2019).

Some Concluding Recommendations

Help organizations and employees solve problems and be more effective using the SIOP fundamentals, and then share the insights with the profession. Realize the more you give, the more you get back. SIOP is mostly about methods and philosophies that require capable people and organizations to implement, not secret formulas. Sharing can improve both parties; it is not zero sum. Embrace the science–practice model; that is our "secret sauce." Appreciate the journey. This is science, not just technology. Focus on the enjoyment of problem solving and relish the discovery.

Notes

[1] The invited presentation could not be delivered at the recent SIOP conference in Boston due to a fire alarm.

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The Uncertain Future of I-O Licensing and Certification:
The SIOP Certification Task Force Requests Your Attention

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The purpose of the SIOP Licensing, Certification, and Credentialing (LCC) Committee is to document and communicate trends and issues related to credentialing. In this article, we summarize some critical aspects of the broader legal/licensure context and its emotionally charged climate, and discuss the impact of licensure on the work and professional status of industrial-organizational (I-O) psychology practitioners. This article calls attention to current developments that profoundly challenge both the ability of I-O psychology to survive as an independent discipline and the right of I-O practitioners to work in the field in which they are educated and trained.

The SIOP Executive Board recently approved a SIOP Certification Task Force and charged it with determining the interest of SIOP members in a certification model and process for I-O psychology. Within SIOP, conversations about potential I-O certification have been infrequent and more informal than have been discussions of licensure issues. The SIOP Certification Task Force specifically will explore certification for I-O psychologists on a formal basis and will be conducting needs analyses as an opportunity for stakeholders to share insights and concerns about certification.

In this article, we discuss recent challenges and barriers to licensure, interjurisdictional credentials, and board certification for I-O psychologists. We consider certification as an alternative credentialing model to licensure. We initiate this discussion as an open-ended process in which certification might be favored as a possible gateway to licensure.

Licensure of I-O Psychologists

We recognize that licensing is a controversial issue that evokes debate among SIOP members (cf., Campbell, 2017; LCIOP, 2017; Locke, 2017; Tippins, 2006). Yet, SIOP recently revised its policy on licensure (SIOP, 2019a) to include the following:

SIOP recognizes that many states require that the practice of I-O psychology be licensed. SIOP members should be allowed to be licensed in those states that require such licensure, and SIOP should provide guidance to state licensing boards on how to evaluate the education and training of an I-O psychologist. A licensed I-O psychologist should be allowed to practice in another state for a reasonable period of time without having to obtain a license in that state (e.g., 60 days of professional services per year).

Despite the controversy, SIOP's licensure policy (2019a) supports licensing of I-O psychologists and the interjurisdictional practice of I-O psychology. The latter is important given that many organizations operate in multiple locations across the United States and globally.

Most state laws limit the legal use of the title "psychologist" and the practice of psychology to those who are licensed. That is, the laws control both the word "psychologist" and specific activities articulated in the laws as the practice of psychology, which often include I-O activities even when the state does not license I-O psychologists. Increasingly, licensure eligibility requirements are difficult or inappropriate, if not impossible, for I-O psychologists to meet, thus precluding current I-O practitioners from obtaining licensure. The majority of state licensing boards make exceptions to title and practice laws for psychologists employed in academia or government, and many turn a blind eye to unlicensed I-O practitioners. Thus, the work of SIOP members is not uniformly restricted by laws.

However, for I-O psychologists and other general applied psychologists (GAPs)[1] who work as consultants, licensing restrictions have significant negative legal consequences that limit work opportunities and, consequently, their livelihood. Unlicensed I-O psychologists who practice *psychology* and/or call themselves a *psychologist* risk legal ramifications. However, some licensed clinicians (without appropriate competency in I-O psychology) practice as organizational psychologists without risk of legal consequences and with minimal risk of ethical complaints for practicing outside the boundaries of their competence. Yet, an I-O psychologist providing mental health services would be considered criminal.

The seeds of licensure-related inequity are sown in graduate training. An inherent unfairness lies in the fact that clinical graduates and I-O graduates of the same department, earning the same generic psychology degree, face very different work opportunities because of licensure requirements. Because the clinical program is accredited by the American Psychological Association (APA), clinical graduates are eligible for licensure; I-O graduates of the same department with the same generic degree cannot be licensed in most jurisdictions because APA does not accredit I-O programs.

Unfortunately, SIOP members commonly react to the licensing situation by focusing on its unfairness, ignoring the licensing laws by practicing illegally, and/or adopting a hostile antilicensure, antiaccreditation, anticertification attitude. Rather than lamenting the circumstances, the objective of the SIOP Certification Task Force is to identify a practical solution to credentialing, provided sufficient interest and need by SIOP members.

Below, we describe the APA and the Association of State and Provincial Psychology Boards (ASPPB) model licensing acts. Then we detail the exclusion of licensed I-O psychologists from the ASPPB's Psychology Interjurisdictional Compact (PSYPACT) credentials and barriers to board certification for I-O psychologists.

Excluding Licensed I-O Psychologists From Interjurisdictional Practice

Model Licensing Acts

APA and ASPPB are the two major entities associated with the professional practice of psychology/licensing. ASPPB is the alliance of state, territorial, and provincial boards responsible for the licensure and certification of psychologists in the United States and Canada. Both APA and ASPPB published Model Licensing Acts outlining "best practices" in licensing, addressing two main areas of applied professional practice, health services psychologists (HSPs) and general applied psychologists (GAPs; APA, 2010; ASPPB, 2010). HSPs include clinical, school, and counseling psychologists. I-O psychologists fall under GAPs. Both model acts recommend state psychology boards recognize differences in education, training, and supervised experience between HSPs and GAPs in state statutes and rules. Thus, both model acts recognize that the professional practice of psychology (i.e., for which licensure is typically required by law) encompasses both HSP and GAP as distinct practice areas. Indeed, both acts speak of educational equivalency for HSP and GAP psychologists to ensure paths to licensing for all professional psychologists. Yet, as discussed below, recent ASPPB actions have excluded I-O psychologists from interjurisdictional practice credentials.

The PSYPACT/E.Passport/IPC Issue

The ASPPB Mobility Program was established to facilitate the interjurisdictional practice of licensed psychologists, with the primary objective of enhancing public access to a broad range of psychological services. In April 2019, ASPPB's PSYPACT became operational (ASPPB, 2019a). PSYPACT is specifically designed to facilitate the professional practice of telepsychology with the E.Passport credential and the temporary face-to-face practice of psychology across state lines with the Interjurisdictional Practice Certificate (IPC) credential (ASPPB, 2019b). ASPPB recently enacted changes that exclude many I-O psychologists from participating in the PSYPACT IPC and E.Passport credentials.

ASPPB "Bait and Switch"

In 2019, ASPPB courted both APA Division 13/Consulting Psychology and APA Division 14/SIOP to support PSYPACT and the E.Passport/IPC credentials. Divisions 13 and 14 were instrumental in gaining APA support for PSYPACT. Without the support of these divisions, APA likely would not have endorsed the PSYPACT credentials. PSYPACT recently changed their educational requirement, restricting it to only APA or Canadian Psychological Association (CPA) accredited programs and, thus, excluded I-O psychologists—the very psychologists they had asked to lobby for it.

When SIOP support was garnered by ASPPB, the educational requirement for the interjurisdictional credentials mirrored ASPPB's Model Act (2010), APA's Model Act (2010), earlier versions of E.Passport requirements, and PSYPACT's Model Legislation (which is included in legislation adopted by all participating states). The original educational requirement stated that GAPs must have graduated from "a regionally accredited institution," providing an educational equivalency route for GAPs (PSYPACT Model legislation Articles IV & V B. 1; ASPPB 2016). Thus, when APA Divisions 13 and 14 lent their support to E.Passport, they did so with the clear understanding that there would be an "educational equivalency" pathway for GAPs. Furthermore, the ASPPB rule implemented in 2020 is a substantially different requirement from that stipulated in the PSYPACT legislation.

The key concern for I-O psychologists is that, despite rolling out broad guidelines in 2019 (ASPPB, 2019a) to garner support from APA Division 13 and SIOP for E.Passport, on July 1, 2020 ASPPB (2020) enacted an education requirement for E.Passport/IPC of a doctorate from an APA (or CPA) accredited program.[2] APA and

CPA accredit only clinical, school, and counseling psychology programs; there is no accreditation of I-O psychology and other applied psychology programs. The education requirement excludes many licensed applied psychologists who have met the licensing requirements in their home state and are practicing psychologists. Because APA does not accredit I-O and other applied psychology programs, this educational requirement presents an insurmountable barrier to E.Passport and IPC for licensed I-O psychology practitioners, preventing them from legally practicing jurisdictionally across state lines via these credentials.

Accordingly, an overarching issue in credentialing I-O psychologists for interjurisdictional practice is how to best address the educational requirement for the E.Passport and IPC credentials to restore the "educational equivalency" pathway for licensed general applied psychologists. Importantly, we are referencing only *licensed* I-O psychologists who have been authorized by their state psychology regulatory authority to engage in the independent practice of psychology but now are fenced out from the E.Passport/IPC credentials. States joined PSYPACT with the understanding that full faith and credit was to be given to the determinations made by other states. Specifically, PSYPACT Article 4.A (ASPPB, 2020) indicates "Compact States shall recognize the right of a psychologist, licensed in a Compact State in conformance with Article III, to practice telepsychology in other Compact States (Receiving States) in which the psychologist is not licensed, under the Authority to Practice Interjurisdictional Telepsychology as provided in the Compact." Article 5.A indicates "Compact States shall also recognize the right of a psychologist, licensed in a Compact State in conformance with Article III, to practice temporarily in other Compact States (Distant States) in which the psychologist is not licensed, as provided in the Compact." Thus, when states joined the Compact, they agreed to recognize the licenses issued by other Compact states; that is, "mutual recognition of Compact State licenses." Now a subset of these licensed psychologists (i.e., I-Os) licensed in their home states are being denied access to the E.Passport/IPC credentials with potential professional and financial harm.

The exclusion of licensed I-O psychologists from the E.Passport and IPC credentials has resulted in the SIOP LCC Chair fielding numerous inquiries and concerns regarding licensing and E.Passport. I-O psychologists are being disenfranchised at the grassroots level with the negative impact of fencing out both I-O practitioners and the individuals and organizations who need their services. For example, a consulting psychologist with decades of professional experience, who is licensed in multiple jurisdictions and holds an American Board of Professional Psychology (ABPP) certification, was denied the E.Passport credential because the doctorate in I-O psychology was not from an APA accredited program. The increased emphasis on APA accreditation and "others need not apply" is misguided and discriminatory; there has been discussion of potential legal action.

Obstacles to I-O Psychologists Becoming Board Certified

Founded in 1947, the ABPP is the primary board-certifying body in psychology. ABPP currently offers board certification in 17 specialty areas (2019). One of them, organizational and business consulting psychology (OBCP), is germane to I-O psychology. Indeed, for many years this specialty area was specifically called "I-O psychology." However, because of waning numbers, the I-O specialty area was discontinued but was brought back in the early 2000s under its current title of OBCP. Ironically, presently most, if not all, I-O psychologists do not qualify for the OCBP board certification because they fail to meet the required criteria of: (a) licensure as a psychologist, (b) doctoral degree from an APA or CPA accredited program, and (c) internship accredited by the APA or CPA Committee on Accreditation. Consequently, the vast majority of psychologists currently being board certified in the OBCP area are trained in clinical and counseling psychology.
In summary, I-O psychologists face substantial barriers in gaining licensure, credentials to practice interjurisdictionally, and board certification. Next, we discuss certification and distinguish it from licensure; we then discuss issues surrounding certification. Finally, we address a potential I-O certification as an alternative or supplemental credential to licensure.

Potential I-O Psychology Certification Program

Licensure Versus Certification

Licensure in psychology is determined by the enactment of state and provincial laws under the guidance of ASPPB and state licensing boards. Licensure in psychology typically governs both the practice of psychology and the use of the title psychologist (and other titles containing the words "psychology" or "psychological"). Thus, licensure is governed by a legal framework that enforces the title and practice of psychology by law. Accordingly, violating licensure regulations essentially constitutes breaking a law and is significantly more severe than violating a certification (Nagy et al., 2021).

Certification is another form of credentialing and is voluntary rather than a legal requirement. Certification programs frequently are sponsored by national professional organizations, and enforcement is limited to sanctions through the organization. Well known certification credentials include those offered by the Society for Human Resource Management (SHRM) or ABPP. Such credentials serve to certify a minimum level of competence and indicate that the practitioner has met the qualification standards set by the sponsoring professional organization (Nagy et al., 2021).

Unlike licensure, which is controlled by those outside of the profession including legislators and state psychology licensing boards, certification programs typically are controlled by those in the profession. For example, SHRM awards two different certifications, a Certified Professional (SHRM-CP) and a Senior Certified Professional (SHRM-SCP). SHRM certificants must meet educational and experiential requirements, and pass an exam developed with the help of SHRM members. Certification involves an exam developed with those in the profession serving as SMEs, and standards for granting certification are determined by the professional organization (Nagy et al., 2021).

Certification

Certification also serves the public by ensuring a minimal level of competence. This assurance is most effective when the certification program is developed and administered using assessment practices that comply with professional standards (e.g., AERA et al., 2014). However, there is considerable variability in the quality of voluntary certifications. Certifications typically have requirements in terms of education and supervised practice. Foundational components of certification programs are a professional job analysis and that certificants must pass a valid certification exam, the requirements that are the most resource intensive for the sponsoring organization; this is a substantial undertaking. Even something that might seem simple such as what to call the credential can generate debate and data collection, because any form of the term "psychology" cannot legally be in the credential name.

A SIOP-sponsored certification program may be an avenue to removing licensure barriers while also helping I-O psychology establish a brand or identity. Certification in I-O psychology could serve to assist licensing boards in determining the eligibility of I-O/GAP psychologists for licensure. Thus, a second advantage of I-O certification is that a designation potentially could be used to assist state and provincial boards when making decisions regarding licensure eligibility, particularly for individuals who did not graduate from an APA accredited program (Nagy et al., 2021).

Certification may be an attractive alternative to licensing for master's-level I-O psychologists. Master's programs and master's graduates outnumber their doctoral level counterparts. Estimates based on the SIOP website suggest that there are more than three times as many master's (1850) versus doctoral graduates (520; Shoenfelt, 2021). Because more master's cohorts graduate over a fixed time period, many more students will graduate with master's degrees than with doctorates within a given time period (Shoenfelt et al.,

2020). The majority of master's graduates, an estimated 70%, are employed in the industry sector (L'Heureux & Van Hein, 2021) and, as such, are the face of I-O psychology to many employers. The job market for master's level I-O psychologists is strong, and their career outlook arguably is quite favorable for the foreseeable future (US DOL, 2019). Certification may have great utility in establishing competence for master's-level I-Os ineligible for licensure in most states. I-O certification also could help distinguish master's-level I-Os from others, such as MBAs, with less scientist–practitioner training (Nagy et al., 2021).

SIOP has recognized the legitimate role of master's-level I-O practitioners with the Associate category (Shoenfelt et al., 2020). In 2019, a SIOP Membership Committee task force proposed and SIOP approved a pathway for associates who have fulfilled additional requirements to become full members (SIOP, 2019b).

In 2022, 27.4% of SIOP nonstudent members held master's degrees (SIOP, 2022). Unfortunately, most master's graduates do not maintain membership in SIOP following graduation. Nagy et al. (2021) reported that 77.9% of masters-level I-Os indicated they belonged to SIOP as a graduate student, but only 30% retained SIOP membership after graduation. Mazzola et al. (2021) reported certificates among the most common professional development opportunities pursued by I-O master's graduates; over one-third of employers indicated their I-O master's employees pursued certificates subsequent to earning their degree. SHRM certificates were the most frequently cited. A SIOP-sponsored certification program may increase the value of SIOP membership to master's graduates, provide a competence indicator for these graduates, and increase visibility of I-O psychology to employers.

Potential Disadvantages of Certification

Certification in and of itself does not resolve the barriers I-Os currently face for licensing, including graduation from an APA accredited program, licensed-supervised experience, and continuing education requirements. A SIOP certification program would be strengthened if continuing education is required to maintain certification. Certification programs accredited by the National Commission for Certifying Agencies (NCCA) typically require that certification applicants meet educational and experiential requirements, pass a certification exam, and complete continuing education to maintain certification. NCAA accredited certification programs also typically require adherence to a professional code of ethics. Developing a certification program is an arduous process that entails significant time, effort, and financial expenditure by the professional organization sponsoring the program.

Conclusion

One charge of the SIOP Certification Task Force is to gauge member interest and identify the pros and cons of a SIOP certification program. We hope this article has helped inform SIOP members on credentialing issues, raised questions whether a certification credential has utility for SIOP members, and, if so, what credentialing model is best suited to our needs. Credentialing of I-O psychologists, through licensure or certification, is an important concern for I-Os in independent practice and consulting, and likely for master's-level I-O practitioners.

Call to Action

The SIOP Certification Task Force has been tasked by the SIOP Executive Board to explore the feasibility of an I-O certification credential. One of the first steps in fulfilling this mission will be to conduct needs analyses with various stakeholders to provide data to inform this effort.

1. The SIOP Certification Task Force charge is to outline, propose, and implement a credentialing framework/model and process for I-O psychologists (see Appendix A for full charge).
2. We invite and encourage you as SIOP members to participate in needs analyses to be conducted over the next several months.
3. To jump start our data collection, please send questions and comments to Dan Schroeder at dan.schroeder@od-consultants.com or Alexis Fink at alexisfinkphd@gmail.com (see Appendix B for Task Force Roster).
4. The Task Force promises more to come and will report back to the SIOP membership in a subsequent *TIP* article.

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Notes

[1] General applied psychology refers to areas of applied psychology other than clinical/counseling/school psychology and includes social, sport, military, educational, consulting, I-O, and human factors/engineering psychology, among others.
[2] The ASPPB (2020) education requirement states that the E.Passport/IPC applicant "must have a doctoral degree in psychology from an institution of higher education that was, at the time the degree was awarded,: (1) accredited by the APA or CPA or designated as a psychology program by the Joint Designation Committee of the ASPPB/National Register of Health Service Psychologists; or (2) deemed to be equivalent to (1) above by a recognized foreign credential evaluation service."

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APPENDIX A

SIOP Certifications Task Force Charge:
To outline, propose, and implement a credentialing framework/model and process for I-O psychologists.

Rationale:
The changing/evolving credentialing landscape for psychologists poses an existential threat to the I-O discipline/profession. Among many, obvious threats include: (a) "fencing out" of I-O psychologists for licensure, board certification, and interjurisdictional practice; (b) fuzzy/weak brand identify for I-O practitioners in the marketplace; (c) encroachment in the I-O space by less qualified practitioners; (d) explosion of for-profit I-O graduate programs (i.e., quality control issue); and (e) expansion of APA accreditation of master's program in psychology and licensure at the master's level.

Task Force Activities:
1. Needs analysis
2. Audience analysis
3. Job/task analysis (e.g., I-O practice areas)
4. Identify/research existing frameworks for elements that could be adapted/leveraged
5. Define specific elements comprising the certification process and methods for evaluating applicants
6. Propose/create a common framework for I-O core areas (e.g., revisit the LCIOP research and documentation) as a basis for linking/aligning/continuity
7. Conduct legal and financial research (see https://www.venable.com/insights/publications/2002/05/association-certification-and-accreditation-progra)
8. Generate several possible models for EB discussion

Questions for Task Force to Answer:

1. Should SIOP create and offer a certification credential?
2. What are the legal implications for doing so?
3. Who will build the program?
4. Who will administer it?
5. What is the expected startup cost and yearly financial return for SIOP?
   a. Develop several possible pricing models for board discussion
6. What consequences will this have for future membership?
7. What consequences will this have for graduate education?
8. What kinds of CE and other resources would SIOP be obligated to offer in each possible model?
9. What other SIOP Committees and stakeholders should be involved?

Timeline: Issue report of findings by February 2024.

APPENDIX B
SIOP Certification Task Force Roster

Primary Work Group	**Special Advisors**
Sarah Carroll	Steve Laser
Dennis Doverspike	Thomas Mason
Amy DuVernet	John Schmidt
Alexis Fink (Cochair)	Vicki Vandaveer
Sean Gasperson	Judi Walters
Greg Gormanous	
Elliot Lasson	
Robert Lewis	
Joel Lefkowitz	
Rodney Lowman	
Liberty Munson	
Fred Oswald	
Gloria Pereira	
Natalie Reinfeld	
Dan Schroeder (Cochair)	
Betsy Shoenfelt	
Donald Truxillo	

SIOP UN Committee Sounding Board: Helping the United Nations Assess the Impact of Change

SIOP UN Committee: Julie Olson Buchanan, Stuart C. Carr, Sharon Glazer, Jenna McChesney, Ishbel McWha-Hermann, Ines Meyer, Morrie Mullins, (Mat) Osicki, Mark L. Poteet, & Nabila Sheikh-Hashmi

For over 10 years, SIOP has been an NGO with special consultative status with the United Nations (UN) Economic and Social Council (ECOSOC). In this role, SIOP helps to advance the goals of the UN through applying employment-related theory, research, and practice. The SIOP UN Committee is a team of members and student interns who interact directly with UN stakeholders to scope, plan, and implement various types of initiatives aimed at helping the UN progress on its goals.

In doing so, the UN Committee often leverages the broader community of SIOP members to participate and contribute their expertise to UN stakeholders. For example, **Nancy Tippins** presented UN Common System stakeholders with guidance about how to use formal assessments for hiring in the complex UN organization ("Nancy Tippins Talks With UN Staff About Using Assessment Tools for Hiring"). Multiple SIOP members have provided presentations on research, theory, and evidence-based best practices with UN human resources professionals ("The Innovation & Learning Speaker Series: A Partnership Between the Society for Industrial and Organizational Psychology and the United Nations Office of Human Resources Management"). In another effort, a group of SIOP members advised the UNDP on best practices for developing and implementing rewards and recognition programs ("SIOP-UN Short-Term Projects: Sounding Boards and Literature Reviews"). Other examples of SIOP's work with the UN can be found in the article "We're 10 Years Old! Celebrating SIOP's Partnership With the United Nations".

The purpose of this article is to describe the most recent opportunity that SIOP had to work with the UN, specifically on its efforts to determine the impact of a grassroots organizational change effort. This initiative was borne out of discussions that SIOP UN Committee Chair **Julie Olson-Buchanan** had with Dennis Stolle, senior director in the Office of Applied Psychology (APA), and Gabriel Twose, senior international affairs officer (APA), about SIOP's work with the UN. They noted that they had been speaking with a group at the UN that was attempting to facilitate changes to the UN's workplace culture via an effort called #NewWork. Additional meetings were held with a few of the #NewWork stakeholders, including Liliana Uruburo and Einat Tempkin, which helped solidify the #NewWork group's needs, specifically, to measure the effectiveness of the effort at driving organizational culture change. It was quickly determined that a sounding board approach, which had been used successfully with the UNDP's Rewards and Recognition program, would best fit the UN's needs for this work. Further meetings were held between SIOP UN Committee members and #NewWork stakeholders to plan and prepare for the sounding board.

Background on #NewWork

#NewWork is best described as a grassroots, staff-led initiative aimed at changing the UN workplace culture. A variety of data and information (e.g., staff engagement surveys) indicated that a change was desired to help the UN become more agile and innovative in adapting to internal and external changes and pressures. Its goals center on encouraging more collaboration, empowerment, innovation, flexibility, and future fit within the workplace. This culture change is enabled through a wide range of activities and projects, supported by a growing network of UN staff within and external to the UN's Bangkok, Geneva, and New York offices. Sample activities and projects that have been implemented include (a) a regular communication event called Innovation Day, which provides staff with briefings on new ideas, processes, and concepts at the UN; (b) training and implementation in agile work practices; (c) training in prob-

lem-solving skills to help staff tackle difficult challenges and inspire new ways of thinking; (d) training in practices and behaviors to facilitate more engagement when working within teams and with clients; (e) creating a new global orientation program for new hires; and (f) implementing an app that staff can use to submit and process requests for flexible working arrangements.

The #NewWork Sounding Board

The SIOP UN Committee first sought to identify and invite participants whose interests were thought to best match with the #NewWork group's needs. Specifically, we aimed to create a sounding board containing a mix of practitioners, researchers, and academics with interest and expertise in the areas of change management, training, organizational development, cross-cultural issues, and evaluation. We used several SIOP resources (e.g., Corporate Social Responsibility and Prosocial/Humanitarian I-O Registry [CSR Registry]; Consultant Locator; recent publications) to identify potential participants for the sounding board. Participants were contacted via email with a description of the initiative and an invitation to attend. Prior to the sounding board, the participants were provided with background information on the #NewWork initiative and results from a recent UN Staff Engagement Survey. This proved to be valuable step as it allowed sounding board participants to see what resources might already be in place to help measure change.

On January 13, 2023, a 2-hour Zoom virtual meeting was held between several #NewWork stakeholders including Liliana Uruburo, Einat Temkim, and Beth Magne-Watts; APA officials Dennis Stohle, Irina Feygina, Gabe Twose, and Mark Chan; and sounding board participants **Sharon Glazer**, **Jason Huang**, **Marc Sokol**, **Walter Reichman**, **Kimberly Scott**, **Traci Sitzmann, Jolene Skinner**, **Jennifer Dimoff**, **Marissa Shuffler**, **Elissa Perry**, **Ines Meyers**, and **Tracy Griggs**. SIOP UN Committee members Julie Olson-Buchanan, **Morrie Mullins**, **Jenna McChesney**, and **Mark Poteet** helped to facilitate the meeting. After brief introductions, an overview of #NewWork was presented by UN staff, including its goals and key questions of interest for the group. Sounding board participants were then provided an opportunity to ask questions to clarify the context of the initiative and understand the UN's needs. As noted by Tracy Griggs, "*Some of our initial challenge was just about getting on the same page by clarifying the questions and issues facing the organization. After we arrived at a shared understanding and language, we were able to provide some practical suggestions about how they might move forward.*"

Once questions were answered, participants were divided into two breakout groups for 25-minute brainstorming sessions aimed at identifying how other large, complex organizations measure change in culture and what best practices could be leveraged at the UN. After reconvening, each breakout group reported its discussion points, resulting in a rich discussion of different frameworks and approaches for measuring change, different types and sources of data that could be used, as well as practical tips that included leveraging resources and tools that may already be in place at the UN. Even more, following the meeting, the UN was provided additional resources and materials by some of the sounding board participants.

This effort had several beneficial outcomes for all involved. For the UN, stakeholders walked away with ideas, perspectives, and practical tips for how to both view and measure change in organizational culture. Feedback from the UN stakeholders was positive, as indicated by Liliana Uruburo:

> The sounding board with SIOP was extremely helpful in confirming our suspicions about how difficult it is to measure culture change and to rethink what and why we even need to measure. Does measuring deliver impact or is it just a checkbox? At the same time, it also generated some great

ideas for accessing data we had not previously realized we could leverage (e.g., Glassdoor). We are so grateful to Dennis, Gabe, Julie, and Mark for their engagement and for organizing this event. We would also like to thank all the volunteers from across SIOP who brought their particular expertise and views to the dialogue, really enriching the conversation and opening our eyes to new perspectives. We appreciate SIOP's support in this difficult transformation journey to a more people-focused, agile, and creative organizational culture for the United Nations and look forward to further collaboration.

Several of the sounding board experts were exposed to the culture and work of the UN, and follow-up feedback from some indicated that they found this to be an engaging and rewarding experience. For example

Elissa Perry: "I think about the research–practice gap often in the context of my own work. I really enjoyed the opportunity to be in conversation with employees of the UN who may be in a position to put some of the evidence-based ideas that we shared into practice."

Tracy Griggs: "This was a great way to extend our collective professional expertise to a meaningful organizational effort. To work with other I-O professionals, even in a short-term capacity like this, sharpened my consultation skills. It was fun and exciting to learn from my professional peers and to work with an organization of international prominence. There are so many opportunities for SIOP to engage in bridge-building efforts to the public sector. I'd welcome the chance to do this again."

Marc Sokol: "It's always a pleasure to apply our I-O psychology insights to help members of a mission-driven organization explore their challenges and opportunities. Just as enjoyable was to do so in the company of other I-O psychologist volunteers. I found our collaboration and the breadth of our suggestions to be truly impressive, as did the UN team with whom we met. It left me feeling proud to be a member of this profession and of SIOP."

The UN Committee continues to look for additional ways to provide service to the UN and is open to any questions or suggestions from SIOP members. We also invite SIOP members who wish to be a part of such future efforts to indicate their interest in SIOP's Corporate Social Responsibility Registry and to ensure their content areas are updated in the Member Directory and Consultant Locator, as applicable.

Leadership Development for Professional Services Firms

Mark Roy
Touro University Worldwide

Abstract: When considering the design of a leadership development program for a professional services firm, a key consideration is *what type of culture does the firm aspire to create*? The qualities that the firm chooses to develop in its leaders will fuel the organizational culture that the partners will cocreate with all firm personnel, and that culture will be reinforced by the firm's values as reflected in its leadership approach. This article examines the research to recommend best practices for designing such a program.
Keywords: Leadership development, leadership styles, professional services, law firms

Leadership Development for Professional Services Firms

Many law, financial, and other professional services firms are focused on succession planning and designing leadership development programs that will ground their firms' leaders in leadership principles. This article lays out a framework that delivers a common language around organizational dynamics and recommends a research-based approach to creating a customized leadership development program that meets the unique needs of a particular firm because the design is grounded in the firm's values, informed by its strategy, and continuously enhanced by the ecosystem in which it operates.

Background

Harvard Law School professors Scott A. Westfahl and David B. Wilkins observe that, "[T]he lawyers of the future will need to be technically capable; professionally nimble; and able to use broad, interdisciplinary networks to solve problems," (Westfahl & Wilkins, 2017). They further emphasize the importance of leadership skills because such skills deepen their impact and enable them to be leaders and connectors of ideas, people, and possibilities. When considering the design of a leadership development program for a professional services firm, a key consideration is *what type of culture does the firm aspire to create*? The qualities that the firm chooses to develop in its leaders will fuel the organizational culture that the partners will cocreate with all firm personnel, and that culture will be reinforced by the firm's values as reflected in its leadership approach.

In this article, the term organizational culture refers to the firm's invisible, but perceivable, social order that shapes everything from its people's behaviors to their biases (e.g., basic assumptions about who does what or how something is done) in enduring ways. In organizational psychology speak, "Cultural norms define what is encouraged, discouraged, accepted, or rejected within a group. When properly aligned with personal values, drives, and needs, culture can unleash tremendous amounts of energy toward a shared purpose and foster an organization's capacity to thrive" (Groysberg et al., 2018).

As mentioned above, understanding the culture that a firm's leadership is nurturing is imperative for its leadership development program to ensure that the organization is promoting leadership behaviors that are aligned with the firm's values and strategy. Srivastava (2022) identifies seven leadership styles, included below. Each style can be dialed up, down, or combined to land on an effective style of leadership.

1. Autocratic leader: This type of leader hoards control, makes every decision, and takes very little input from group members. Autocratic leaders can be effective in situations where quick and decisive decision making is needed but can also lead to decreased motivation and job satisfaction among team members (Lewin et al., 1939).

2. Bureaucratic leader: On the other extreme from the autocratic leader, the bureaucratic leader relies on rules and procedures to lead by the book. These leaders establish a clear hierarchy and chain of command. This leadership style tends to prioritize efficiency and accuracy over innovation and flexibility (Jung & Avolio, 2000).
3. Charismatic leader: This type of leader is a people person who inspires others by building interpersonal relationships. Charismatic leadership can lead to improved performance and satisfaction among team members (Conger & Kanungo, 1987).
4. Servant leader: This leader prioritizes the greater good of their team over their own objectives. The focus for this leader is on creating a supportive and empowering environment (Greenleaf Center for Servant Leadership, n.d.).
5. Situational leader: This leadership style is rooted in achieving the leader's goals in the context of a given situation by adapting to the followers' level of maturity (Hersey & Blanchard, 1982). It doesn't necessarily reinforce organizational values except, perhaps, expedient results. This style emphasizes the need for leaders to adapt their leadership style to suit the situation and the needs of their team members.
6. Transactional leader: Transactional leaders rely on rewards and punishments to motivate team members (Bass & Avolio, 1994). Organizations that value competition among team members could benefit from transactional leadership in such contexts (Hamstra et al., 2014).
7. Transformational leader: Transformational leaders inspire and motivate their teams to achieve a shared vision and are often seen as role models by their team members. Research suggests that transformational leadership can lead to improved performance, satisfaction, and commitment among team members (Bass & Avolio, 1990).

In addition to organizational culture, values, and leadership styles, team composition is another consideration when designing a leadership development program. There are two roles that members fill on every team: functional and psychological. The functional role is job or task related, whereas the psychological role is where people naturally gravitate based on their personality. Hogan Assessments Systems, Inc. (2013) identify the following five psychological roles on a team:

1. Results: This role attracts people who seek leadership, direct the team, and drive others toward business goals; however, under stress they may be overly competitive with their peers or subordinates and not inclined to seek input.
2. Relationships: Relationships people are perceptive, thoughtful, and cooperative team members who listen to others and foster trust and respect from peers and staff; however, they can be overly focused on getting along with others rather than producing results.
3. Process: Team members filling the process role hold high standards for both their own and others' performance; however, at their extreme, they may be seen as rigid and inflexible and may miss the big picture.
4. Innovation: These team members bring a variety of ideas and solutions to the table; however, they may have difficulty with practicality because they tend to prefer ideas over implementation.
5. Pragmatism: People in this role are not easily swayed by emotions and are comfortable confronting conflict; however, they may be seen as ignoring people's feelings, as well as the big picture.

The Process

Step 1: Discovery Through Assessments, Interviews, and a Team Workshop

To build a leadership development program tailored to the distinct needs of a particular firm, the firm's leadership team first needs to understand how one another's behaviors are perceived and to identify

their individual and collective values. Personality assessments are excellent tools to achieve these objectives while also creating a common language around the psychometric components of organizational behavior and illuminating the team's collective blind spots. The individual assessments also provide insights that can be used as inputs for personal leadership development plans, whereas, depending on the assessment used, a team assessment offers insights for the team's collective development plan. Insights from the team assessment can also be helpful when considering candidates as the firm continues to build out its leadership team and talent pipeline because the leadership team would have a deeper awareness of gaps in the psychological roles of their team.

A parallel discovery track dives deeper into how best to codify the firm's values if they are not already stated and how they fit with the firm's mission, vision, and strategy. This is typically accomplished through interviews with the executive committee, office managing partners, managing directors, the firm's senior business professionals, representatives from the associates' or principals' committee, and a handful of referral sources, vendors, clients, or other business partners who know the firm well and what makes it "tick."

Step 2. Analyze the Data to Form and Test a Hypothesis

After interviewing key stakeholders, the data are analyzed. Because the source data are captured through interviews, the qualitative data are analyzed first by grouping responses together that use the same or similar words in response to this question: Describe the essence of the firm in one word. Next, reviewers comb through personal narratives for affective data that help reviewers understand how their experience working at or with the firm makes them feel. Finally, the reviewers look for any commonalities in the data among the various stakeholder groups. Next, the consultant drafts a report identifying the key themes that emerged, often punctuated with anonymous pull quotes to succinctly reinforce a theme from a specific stakeholder group. The leadership team then meets with the consultant to discuss the themes to determine if they are generally valid and determine if there are any outliers or surprises that the data revealed.

Step 3. Codify (or Revalidate) the Firm's Values and Reinforce Them in Its Culture

With the firm's values (re)validated, they are then codified in a values statement that reflects the firm's culture, voice, and differentiated positioning. In an organizational change initiative, such as embedding a firm's values in its organizational culture, it's important to call on a team's complementary skills to pull the change forward from idea to implementation to continuous improvement. An ideal team, including one to help embed a firm's values in its culture, includes these four types of members:

1. Problem solvers: People on the team who solve problems, get answers, and focus on facts. In one study, teams with members who had analytical thinking skills were more effective at problem-solving tasks and were better able to adapt to changing circumstances (Gino et al., 2017).
2. Innovators: Research has shown that individuals with a high level of creativity, or the ability to generate novel and useful ideas, are important for effective team performance, particularly in tasks that require problem solving and innovation (Shalley et al., 2004).
3. Systematizers: People who create systems, hold high standards, and are focused on getting things done—the right way. Research has shown that individuals with strong organizational skills, or the ability to manage complex tasks and create efficient systems, are important for effective team performance, particularly in tasks that require planning and coordination (Gully et al., 2002).

4. Connectors: Those who are people focused, taking care of team members and stakeholders alike, with a desire to get everyone involved. Research has shown that teams with members who have strong emotional intelligence and interpersonal skills are more effective at building relationships with stakeholders and creating a positive team culture (Goleman et al., 2002).

Step 4. Identify the Qualities That Make a Good Leader at the Firm

Knowing the firm's values, mission, and vision sets the firm up for sustained differentiation in the market for clients and for talent. Ensuring that they are set in motion to propel a virtuous cycle requires adding strategy to the mix.

At this point, it's important to know the leadership team's current gaps so that the team can be alert to potential blind spots. When the team is at loggerheads, team members would be equipped to consider their colleagues' personality characteristics to better understand what may be causing the impasse. Or, if the team were to make an ill-informed decision, during a postmortem they could take another look at the existing blind spots given the current composition of their team and reflect on whether having another leader on the team with those missing attributes could help them avoid making similar decisions in the future. This information enables the leadership team to keep an eye out for potential talent internally that can be nurtured for leadership responsibilities and fill some of those gaps or to look externally for candidates who may meet those needs to shape the leadership team that will help shape the firm for the long run.

With the firm's dominant organizational culture identified and its values codified, the leadership team will have a clear understanding of which leadership style/s is/are best suited to help the firm achieve its strategic objectives.

Step 5. Create a Curriculum for Future Leadership Workshops and Continuous Development

The latest research finds that leadership development is a collaborative, social process that is most successful when performed in the real-life context of a leader's organization. Such leadership development training needs to be applied, that is, addressing real-world problems on the job to reinforce learning, and the focus on development needs to be on mindsets rather than skill sets. Mindset-focused leadership development programs focus on critical thinking, problem solving, and sense making within the context of the organization's values (Turner et al., 2018).

Accordingly, the consultant collaborates with the firm's leadership team to design a workshop that brings the firm's values to life in an authentic way, provides training on the skills related to the leadership style best suited for the firm's culture and strategy, and focuses on developing the firm's leaders' mindsets.

<p align="center">The Result</p>

By building a leadership development program tailored to the unique cultural context of a specific firm, the firm will form leaders who can develop solutions to any challenge through the lens of their firm's values and lead people in a way that is authentic to the firm's distinctive organizational context. In the context of a law firm, this process forms leaders with the skills required of lawyers of the future, as defined by Westfahl and Wilkins (2017). Moreover, because the firm's values are unique to a particular firm and the dominant leadership style or styles are consciously selected to reflect and reinforce those values in alignment with the firm's strategic objectives, its leadership program becomes valuable, rare,

imperfectly imitable, and nonsubstitutable, which supports durable competitive advantage (Teece, 2018). In addition, Li et al. (2016) found in their research both that leaders who lead with humility increase employees' intention to stay with their employer and that that intention is magnified when the leader exhibits high expertise in their field. The authors specifically recommend that, "professional knowledge and skill could be considered as selection criteria in [the] promotion system, and further developed through [a] leadership training and development program."

This values-based leadership development program thus helps achieve durable competitive advantage while increasing retention of personnel. In professional services firms, personnel are the scarce resources who competitors try to lure for their benefit and partnerships try to retain to sustain and grow their firm's business with clients of key personnel. Therefore, creating a leadership program that is grounded in the firm's values creates a virtuous cycle: Leaders are rooted in, and their leadership style reflects their firm's values, which reinforces the organization's values, thus shaping the behaviors and attitudes of the junior professionals, some of whom will receive leadership training that reinforces the same, hence the durable nature of the competitive advantage this approach to leadership development offers professional services firms. Moreover, if the firm adopts a dominant leadership style that emphasizes humility, it will gain additional competitive advantage using that leadership style as a lever to influence retention of its personnel, thus reducing the risk of losing key talent to competitors.

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Why Organizational Psychology Should Be a Leading Force for Sustainability

Robert G. Jones

Most readers here know, but which may be news to those interested in evolutionary psychology: One of the few self-evident characteristics of humanity is the tremendous variety and diversity of organizations we have created, particularly during the past couple of centuries. Our social structures are the most essential artifice we have created to solve the problem of adaptation. They represent a revolution in evolution. This variety of organizational artifice can be found in no other species and is required for realizing the ideas underlying everything from roofs (getting someone else to hold up the poles while I put on the thatch) to quantum computing.

Like almost every other modern enterprise of note, climate science has relied on scientific communities, organized loosely around universities, journal publishers, and peer reviewers. Identifying the great existential problem of our time—global climate instability—has relied entirely on the realization of hypotheses generated through this process. What many concerned scientists are coming to realize is that we will need to rely on these same sorts of scientific communities if we hope to rapidly contain global climate change and various other looming environmental dangers. The same scientific diligence needs to be applied to our organizing behaviors that we have applied to identifying these environmental problems in the first place.

I-O psychology and the related organizational sciences that rely on psychological research are the disciplines best able to manage social formation processes for a sustainable future. For a start, I-O and quantitative psychologists have played important roles in creating the consumer economy (Jones, 2020, p. 212, 290); this, though originally helpful in the effort to revive the economy during the Great Depression, has more recently come back to bite us with massive amounts of waste, carbon gas, and other environmentally damaging byproducts. Can we apply the same successful methods to clean up some of the problems that we helped create? The question is how organizational science (especially I-O) will accomplish Rachel Carson's central aspiration in *Silent Spring* (1962): To "manage ourselves."

The Mental Map Hack

Understanding and managing our species' revolutionary survival strategy is at the heart of managing ourselves. This gets to the question of human exceptionalism, which has been central to ethical discussions of environmental action (Jones, 2022) and essential for working toward a more sustainable future for all planetmates. There have been numerous popular claims about what makes humans exceptional, including the neocortex (Harari, 2014), opposable thumb (Morris, 1967), complex language (Jackendoff & Wittenberg, 2017) and social traditions (Wilson, 2012). These "single factor" explanations sound suspiciously like the basic assumptions about human nature used in economic models before the relatively recent advent of behavioral economics. Single factor explanations grossly oversimplify a very complex set of factors.

In fact, it is a combination of multiple factors that make humans exceptional. The evolution of flight provides a useful analogy to demonstrate how multiple factors underlie a revolutionary adaptive strategy (see Bennet & Glen, 2007). Flight occurred as a result of physical characteristics (light weight, membranes, feathers, perceptual abilities for navigation), learned behaviors (leaping to get away from predators or catch prey, flapping wings, echolocation, extending feet to land safely), and circumstances (living in trees and on cliffs, calm or weak winds, level landing places, predators that required escape, and prey unprepared to defend aerial assault). These three determine adaptation in all species, through selection of DNA (physical characteristics), RNA (and related mechanisms of learning and developmental change), and the demands of a surrounding environment.

Our creation of a huge variety of social structures is similar. It is a consequence of physical characteristics, which, while they are fairly unusual, do exist in various forms in other species. But it is the unique *combination* of the capacities afforded by the neocortex, vocal structures, and facial features that give us abilities to form mental models, make a large variety of sounds, and express our motives to others, respectively. Our adaptation is also a consequence of circumstances that made us individually vulnerable, including relatively slow movement, receding forests in our original African habitats, and lack of food and water resources in many of the habitats to which we migrated in an effort to escape these circumstances (Morris, 1967). As this last circumstance suggests, like birds and bats, we jumped off a metaphorical cliff by migrating to some places for which our species was not well equipped to adapt via anatomy and physiology.

So, although single physical structures like the neocortex, speech mechanisms, and social learning capacities were put to work on adaptive puzzles, it was through the consequent creation of a huge variety of social organizations that we managed to succeed to the extent we have done so far—through the *social* species evolving from the many interactions among different people, groups, and cultures.

Designed social structures are therefore our primary evolutionary strategy (Jones, 2022). Take for example the building of a roof. Under some circumstances, allowing rain to fall on one's head may pose little impediment to foraging, hunting, herding, mating, fending off predators, raising offspring, and other survival activities. But, under other circumstances (e.g., when the cold from rain is likely to dangerously lower body temperature), rain can reduce productive activities of humans and our domesticates. If we think of cold rain as one of many environmental forces that can instigate selection (i.e., kill certain members of the species so that they are less likely to reproduce), then artifice (like a roof) and the social artifice required to coordinate the creation of a roof can be thought of as a way to moderate the selection pressures imposed by environmental forces. Given humans' prodigious creation of physical artifice to deal with weather (e.g., roofs, walls, heating and cooling systems, weather warning systems, etc.), it is not surprising that, unlike any other species, humans have permanent settlements in all sorts of environmental conditions—from ice shelves to deserts. We are somewhat exempt from the usual forces of natural selection (DNA and RNA changes).

And humans have moderated many environmental effects— "flattened the curves" of factors that affect our survival in many ways—not just the weather. Recent experiences with the COVID pandemic and the vaccines that control its spread are one example of how social organization "hacks" the usual effects of DNA on natural selection. Vaccines have been made possible by very complex social structures around several sciences (epidemiology, microbiology, immunology) and practices (medical practice, public health, and public communication, to name a few). Figure 1 demonstrates how these social structures surrounding vaccination reduce the effects of viral infection on mortality—and the DNA-related selection following from it. Without vaccination, selection is largely based on physical characteristics, most of which are determined by DNA. With vaccination, it is based on the complex social structures that are our primary adaptive strategy.
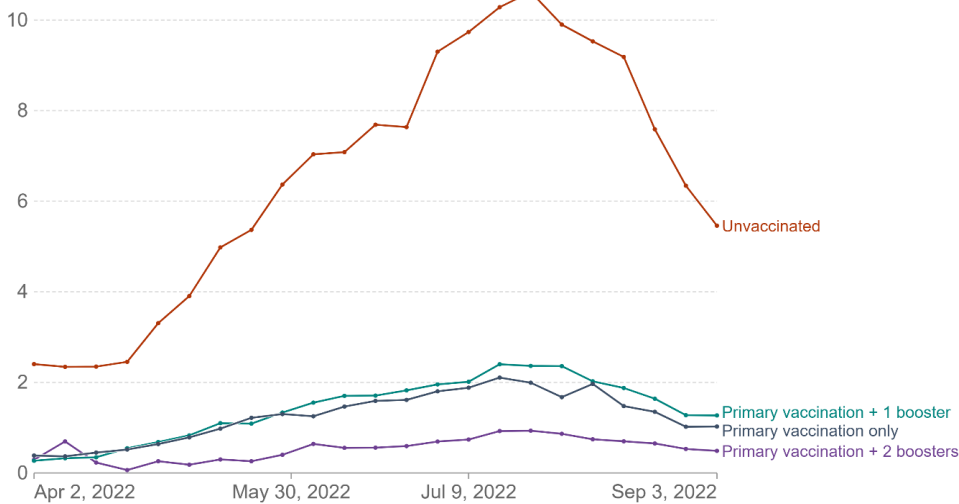
Figure 1.

Distributions of Mortality Rates in Populations With and Without Vaccination

United States: COVID-19 weekly death rate by vaccination status, 50+

Death rates are calculated as the number of deaths in each group, divided by the total number of people in this group. This is given per 100,000 people.

Source: CDC COVID-19 Response, Epidemiology Task Force
OurWorldInData.org/coronavirus • CC BY
Note: Unvaccinated people have not received any dose. Partially-vaccinated people are excluded. The mortality rate for the 'All ages' group is age-standardized to account for the different vaccination rates of older and younger people.

What Humans Do *Is* Different

Although there is also great diversity in the types of social organizing across and between species, the diversity of organizing structures *within* the single species homo sapiens rivals all the structures found in all these other "organizing" species combined. This variety of human organizing includes not just the sort of inborn, habitual structures found in collective species (e.g., bees, ungulates, snow geese) or the learned social structures that follow from ecological dynamics (e.g., dominance hierarchies in pronghorn, porpoises, and large apes). Although these inborn social structures can play roles in our behaviors, we also form social structures the same way that we create physical structures. We form mental models, then use language and social demonstration to share these mental models (see Klimoski & Mohammed, 1994). These shared mental models allow multiple individuals to contribute and engage in social and physical organizing. Along with the rote learning, social imitation, herding, and other processes underlying animal social structures, we have used cognitive maps not only to think up physical artifices (roofs, walls, heating, computers, etc.) but to organize our social behavior in novel ways to create these physical artifices.

This specific adaptive capacity, born of multiple physical, learned, and circumstantial factors isn't just different from other species. Our difference is truly exceptional. Ours is a new, almost unique approach to the evolutionary problem. The activities required for creating physical artifice rely on a type of social coordination that is rarely or never seen even in other social species. While a single individual may have conceived of the idea of "roof"—perhaps after getting kicked out of the family cave—it takes the coordinated efforts of multiple people to build even a rudimentary structural roof of any size. Someone needs to hold up the poles, someone else to pull the covering over the top, and so one. Even if an individual, *Castaway* style, may be able to pull this off with enough time and determination—and fair circumstances—having conceived a coordinating scheme and found some way to convince others to help implement and refine it can make this relatively simple task easier, quicker, and sometimes more effective. Never mind the social coordination required to construct roofs on sports stadiums.

Applying the Psychology of Social Organization to Sustainability

Already convinced that humans have done enough damage to the planetary systems on which we rely, I argue that we should apply the scientific social organizations that manage social organizing in order to manage ourselves. Physical sciences have brought to light these damages, but we need to rely on applied social sciences for managing the social organizing process that has led us to this pass. At the time Carson (1962) made her call, applied psychology had already taken root as a way to improve individual quality of life. Clinical and counseling psychology had taken aim at mental health. I-O psychology was developing means for improving workplace safety, performance, and satisfaction. Most notably, from today's environmental perspective, consumer psychology has been successfully applied to stimulating the purchase of goods and services.

Describing and managing the psychological processes through which, and circumstances under which, we devise and test "new" social structures is arguably the most important means through which we can solve our biggest problem of survival: maintaining a sustainable environment. So far, we have paid almost no attention to managing the development of various organizational capacities for directing our planet toward such a successful, sustainable future.

It is time for I-O psychology to get to work on this. We know a good bit already about how organizations function effectively (or not), how to set up and monitor the systems that provide the sorts of people that will achieve many kinds of missions, and how the design of these systems affects the groups that are formed and thrive (or fail) within them. There is no other discipline with access to such a range of tried and tested methods and measures for this purpose. We also have existing tools and a broad knowledge base (along with other organizational sciences) to learn how social speciation happens and how to direct and otherwise manage the development of new organizational species. The research opportunities here are copious and potentially world changing. Finding ways to apply I-O to this enterprise are just beginning to take hold (Klein & Huffman, 2013; Ones & Dilchert, 2013). This is an opportunity for *our* social species to take a leading role. Defining specific criteria, finding and defining jobs and motivational systems, and generally supporting organizational decision making toward effective, sustainable practices are what we do best.

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2023 Membership Survey

Survey Subcommittee of the SIOP Membership Committee: Katye Griswold, Cameron Klein, Victoria Hendrickson, Harry Kohn, Kelsey Byerly, Brett Guidry, Kat Defilippi, Erik Zito, Amy Wester, and Will Thai

The SIOP Membership Survey is conducted annually to maintain awareness of member satisfaction, as well as identify areas for improvement to enhance the membership experience. In a targeted effort to improve the operational efficiency and user experience of the survey, a confidential approach was taken this year. That is, instead of an anonymous link, each member received a unique link to access the survey. This change prevents people from taking the survey multiple times, which improves the accuracy of the results.

This year, the membership survey was administered by new partner, Talent Metrics Consulting, and was live from February 7–21, 2023, via links sent to all members. Approximately 10% of members participated (*n* = 779 of 7,974 invitations that were sent), compared to 13% in 2022. Participants included 396 Members, 143 Students, 76 Fellows, 70 Associates, 18 Retired members, and 10 Affiliates (65 members did not indicate their membership status).

Our focus in this article is to share a high-level overview of the results. A more detailed report of the results can be found on the SIOP [Survey Website](). Throughout the coming year, the SIOP Membership Committee, in conjunction with SIOP staff, will continue to review the membership survey results to identify additional opportunities for action. Further, the committee is dedicated to investigating and enhancing member engagement over the next year, including areas of volunteering, conference attendance, and creating more opportunities for members to connect.

Overall Findings

- Overall member engagement, which measures satisfaction, advocacy, pride, and commitment, is 82%, which is slightly higher than the 81% seen in 2022.
- Consistent with 2022 results, membership satisfaction is objectively strong (75%, no change). Moreover, 82% of members are willing to recommend joining SIOP to a colleague.
- There is a strong and growing level of pride in affiliation with SIOP (83% compared to 81% in 2022).
- Commitment to maintain SIOP membership is high at 88%, which is on par with last year's results.
- The top three factors that led respondents to join or renew their membership included attending the SIOP Annual Conference, connecting with the broader I-O community, and having access to publications.
- The top three drivers of engagement include membership benefits, the importance of SIOP to practicing I-O psychology, and resources available to members.
- Satisfaction with resources made available to members has significantly increased since last year's survey at 63% (up from 59% in 2022), but it remains one of the lowest scoring drivers of engagement, indicating a need for further improvements. Although SIOP members value the opportunity to connect with others in the I-O community, regular participation in local I-O events remains low (21%).

Connections to SIOP's Strategic Goals

Goal 1: Collaborate with organization leaders, communities, and policymakers to understand and confront relevant real-world problems and translate scientific knowledge to promote individual and organizational health and effectiveness.
- Although the value of I-O psychologists and practitioners is recognized in the workplace, scores suggest an opportunity to provide increased awareness and understanding of such professionals to

those outside the field. With 25% agreeing, only a quarter of respondents feel that others outside the field understand what they do as an I-O psychologist/practitioner.

Goal 2: Build a diverse, inclusive, and agile SIOP that maximizes our impact through effective people, process, technology, and data infrastructure.
- Scores regarding inclusivity items are slightly lower compared to previous years on average, with 69% of SIOP members believing that SIOP creates an environment where differences of opinion are valued (down 3% from 2022) and 77% believing that everyone is respected and valued (no change from 2022).
- Responses suggest room to better connect with communities of interest (currently only 59% agree), as well as ample room to participate in local events (21% report participating in local events, up 3% from 2022).

Goal 3: Use and strengthen our ability to gather, energize, and align all those invested in understanding and improving work and workplace issues in ways that inspire action and inclusive dialogue.
- When asked the question, "What is the most valuable aspect of SIOP membership?" qualitative comments suggested members find value in being able to connect and network with others, specifically by attending the SIOP Annual Conference.
- Given the importance of connecting as emphasized by respondents, SIOP could consider opportunities to bring members together beyond the annual conference.
- In fall of 2022, SIOP introduced the Affiliate membership status. Currently, there are 200 individuals registered as Affiliate members who can learn from our scientist—practitioner best practices, and SIOP, in turn, can learn how to best communicate and offer services to support different industries.

Goal 4: Create an ecosystem that generates future I-O psychology capabilities to advance and advocate for both science and practice by guiding education and lifelong learning.
- Scores have increased regarding satisfaction with resources made available to members (up to 63% from 59%).
- Qualitative comments in response to the question "What can SIOP do to improve the promotion of I-O psychology?" give several suggestions to increase awareness of I-O and SIOP in the workplace and education system, including greater involvement in mainstream media, creating resources around the impact of I-O, and inserting I-O as a topic in introductory psychology classes, including at the high school level.

SIOP Visibility

Interestingly, only 54% of respondents claimed their expertise as an I-O psychologist or practitioner is highly regarded within their organization. Only 38% of respondents' current employers provide financial support for membership dues. This likely reflects a reluctance to provide financial support for external professional development more broadly (including APA, AMA, SHRM, etc.). In any event, these results suggest a continued need for SIOP to support the advancement and awareness building of the field of industrial-organizational psychology.

Thank you to all who participated in this year's membership survey! We encourage you to review the full results on the SIOP [Survey Website](). We'd also like to thank Talent Metrics Consulting for the support provided throughout the administration of the survey. Specifically, we'd like to recognize **Sy Islam** and **Mike Chetta** for coordinating this effort.

Develop Assessment Strategies for the Future by Attending the 2023 SIOP Leading Edge Consortium

Tracy Kantrowitz
PDRI, and Chair of 2023 SIOP Leading Edge Consortium (LEC)

Employee assessment is at a critical crossroads. Technology has flourished to aid in the development and delivery of increasingly complex assessments that minimize human judgment and time but have implications for privacy, transparency, validity, fairness, and legality. Organizations have increasingly prioritized validity and diversity among their chief objectives associated with assessment. Democratizing assessment procedures to ensure fairness for all examinees has become paramount. Our understanding of the validity of assessments is evolving. The uses of assessments extend beyond traditional boundaries. As assessment procedures must account for a broader range of considerations than ever before, significant opportunities and challenges exist for assessment professionals.

Few forums exist to integrate advances in practice and science cast against the background of the most pressing topics facing organizations and employees. The 2023 LEC is the premier forum for showcasing SIOP's unique mix of contemporary science, practice, and guidance on assessment.

Talent Assessment Strategies for the Future
Warwick Hotel, Philadelphia
October 5–6, 2023
Virtual preconsortium workshops held September 2023

The 2023 LEC brings together a diverse array of thought leaders from consulting, industry, and academia who have pushed assessment forward in the past 5 years and have the most contemporary research and guidance on how organizations can chart a course forward amid technological, societal, legal, and economic changes.

Workshops and sessions will cover a wide range of assessment-related topics, including the implications associated with updated assessment validity findings; advanced assessment technology; recent legislation related to AI assessment; remote testing considerations; case studies on assessment procedures; assessment procedures that account for diversity, equity, and inclusion goals; and post-hire uses of assessment.

A small sample of confirmed speakers includes the following:

- Damon Bryant, Morgan State University
- **Richard Chambers,** General Mills
- **Irina Cozma**, Salesforce
- Vicki Lipnic, Resolution Economics and former Commissioner and Acting Chair, EEOC
- **Rajanique Modeste,** Vestigia Organizational Strategies
- **Liberty Munson,** Microsoft
- **Paul Sackett**, University of Minnesota

The LEC is only as successful as the attendees who contribute their experiences and perspectives on the state of assessment. We encourage the following people to attend:

- Assessment professionals and those seeking to gain a current view of the field
- Individuals who understand the foundations of assessment science and practice
- SIOP members or nonmembers

Key benefits of the 2023 LEC:

- Gain a current understanding of the state of assessment science and practice through research insights, case studies, and practical guidance
- Learn how organizations are implementing and evolving their assessment practices, how practitioners are adapting assessment strategies to a broader range of priorities, and how to evaluate emerging technologies and innovations
- Extend your professional network alongside 200 assessment professionals through formal and informal attendee events
- Contribute to the conversation about assessment strategies given new and evolving organizational goals and challenges

The 2023 LEC program was built by a committee of SIOP members with deep expertise in assessment:

- **Kyana Beckles**, Leverage Assessments
- **Tony Boyce**, Amazon
- **Amber Burkhart**, Valmont Industries
- **Eric Dunleavy**, DCI Consulting
- **Ryan O'Leary**, PDRI
- **Emily Solberg**, SHL

The LEC is an intimate conference designed to facilitate a deeper level of understanding on a given topic, enable attendees to meet and learn from presenters and other professionals, and maximize the attendee experience. This year, the LEC is limited to 200 registrants, and we expect significant interest in this core I-O topic. **Registration will open early July.**

If you want to learn more, please visit the [LEC website](#) or send an email to siop@siop.org.

Nominate the Next *IOP* Editor

The Society for Industrial and Organizational Psychology (SIOP) is now soliciting nominations for the position of editor-in-chief of ***Industrial and Organizational Psychology (IOP).*** The new editor will be selected by the Publications Board and approved by the Executive Board. The new editor-in-training will begin working with the current editor immediately upon selection in order to assume the role as soon as possible. The term of the position will end on April 17, 2027 (the culmination of the 2027 SIOP annual conference).

The editor must be a SIOP Fellow or Member. Any SIOP Fellow or Member can nominate others or self-nominate for the editorship. SIOP particularly welcomes nominations from SIOP members who are also members of groups underrepresented in the field of industrial and organizational psychology.

***IOP* Description**

IOP is a peer-reviewed scholarly journal published by Cambridge University Press on behalf of SIOP.

New in 2024, *IOP* will welcome a variety of article types:

Focal articles focus on interactive exchanges on topics of importance to science and practice in our field. The novel format of the journal focuses on interactive exchanges using a focal article–peer commentary format. A focal article is a position paper on an important issue for the field (or potentially a pair of papers taking opposite sides in a debate). Such a focal article might summarize evidence on an issue and take a position as to implications for science, practice, or public policy. The paper might focus on a basic science issue, an applied science issue, a practice issue, and/or a public policy issue (many would be a blend). The focal article is then followed by a series of peer commentaries. These could challenge or critique the original article, expand on issues not addressed in the focal article, or draw out implications not developed in the focal article. The goal is to include commentaries from various perspectives, including science, practice, policy, international, and underrepresented perspectives.

Empirical reports are short reports of empirical research. *IOP* considers articles on any topic relevant to the field of I-O psychology. These articles should be written with the goal of informing science and practice. Open science practices such as preregistration and data sharing will be strongly encouraged for these articles. Scale validations, replications, and methods demonstrations are welcome.

Requirements for *IOP* Editor

The newly selected editor will work with the SIOP Executive Board to shape policy and practice regarding the expanded scope of the journal. Thus, the editor must have:

- a broad knowledge of topic areas and leading experts in the field of I-O
- an understanding of the various perspectives that exist regarding important issues to the field
- the ability to solicit and develop both empirical and focal articles from all types of contributors (e.g., academics, researchers, practitioners, business leaders, and policymakers) to ensure a balanced set of perspectives
- a plan for publishing articles that are high quality and of interest to a variety of audiences both within and outside I-O
- the organizational skills necessary to manage a large journal
- sufficient time to devote to the journal on a regular and uninterrupted basis for 3 years

Information for Applicants

The journal publishes four issues per year. These issues will consist of focal articles and responses, or empirical articles, or both, and may be arranged into special themes or collections as appropriate.

Below is a rundown of activities for each issue of IOP along with time estimates:
- Scan the environment looking for topics (5–10 hours)
- Select two topics. Network to get suggestions for potential authors on the topics (5–10 hours)
- Enlist authors to write on the topics (5 hours)
- Respond to inquiries from authors or potential authors (about the suitability of topics for focal articles and empirical articles, unsolicited manuscript submissions, the commentary process, etc.) (10–15 hours)
- Identify editorial board members for each article to review drafts and to review commentaries (3–6 members) (2 hours)
- Review outlines and drafts; solicit external reviews as time permits (5–10 hours)
- Accept final drafts of focal articles: post to SIOP web site (1 hour)
- Identify potential commentators; send email encouraging them to submit (2 hours)
- Receive commentaries. Solicit multiple reviews of each (5–10 hours)
- Read all commentaries; assimilate reviewer input, write decision letters (30–40 hours)
- Receive revisions; make final decisions on commentaries (5–10 hours)

The average workload is 6–8 hours per week, however, the volume of work is not consistent from week to week. Because of the number of hours required, it is typical for the institution of which the editor is a faculty member to provide a teaching and/or service reduction to editors serving in this capacity. Equivalent support should be provided by nonacademic employers, although the nature of that support will naturally come in different forms across jobs and employers.

Nomination and Application Information

If you are interested in serving as the *IOP* Editor, or if you know someone who might, submit your nomination or self-nomination via email by **August 15, 2023,** to Reeshad Dalal (rdalal@gmu.edu) with email subject line "**IOP Editor Nomination**." Nominations or self-nominations need only be a brief email announcing the nomination (and, in cases involving nominations of others rather than self-nominations, an indication that the person being nominated is interested in the position and has agreed to submit a full application by the deadline indicated below).

All nominated individuals should submit their application package by **October 1, 2023,** to **Reeshad Dalal** (rdalal@gmu.edu) with email subject line "**IOP Editor Application**." Each application package should include: (a) electronic versions of a current CV, (b) a statement that describes the nominee's organization and time-management skills, relevant experience (e.g., with journal editorial boards, open science, and, if applicable, with *IOP* itself), and vision for *IOP*, (c) a brief formal statement to the effect that the nominee has sufficient time to devote to the journal on a regular and uninterrupted basis for 3 years, and (d) three letters of recommendation from SIOP Fellows or Members.

Members in the Media

Amber Stark
Marketing and Communications Manager

Awareness of I-O psychology has been on the rise thanks to articles written by and/or featuring our SIOP members. These are member media mentions found from March 11, 2023, through June 4, 2023. We share them on our social media and in this column, which you can use to find potential collaborators, spark ideas for research, and keep up with your fellow I-O colleagues.

We scan the media on a regular basis but sometimes articles fall through our net. If we've missed your or a colleague's media mention, please email them to astark@siop.org.

Artificial Intelligence
Eric Dunleavy on AI issues in human resources: https://www.hrdive.com/news/AI-challenges-hitting-HR-EEOC/644485/

Katerina Bezrukova on the future of AI: https://www.psychologytoday.com/intl/blog/team-spirit/202303/forcing-versus-choosing-the-future-of-ai

Matthew Neale on the benefits and perils of generative AI: https://recruitingdaily.com/how-hiring-managers-can-avoid-dangerous-misuses-of-generative-ai/

Diversity, Equity, and Inclusion
Astrid C. Homan on overcoming the inclusion façade: https://sloanreview.mit.edu/article/overcoming-the-inclusion-facade/

Stephanie Murphy on prioritizing DEI: https://hr-gazette.com/stephanie-murphy-prioritizing-dei/

Gena Cox on the stress of workplace discrimination: https://www.healthgrades.com/pro/u-s-adults-who-felt-discrimination-at-work-faced-increased-risk-of-high-blood-pressure

Myia Williams on how hair discrimination affects black women at work: https://hbr.org/2023/05/how-hair-discrimination-affects-black-women-at-work?ab=HP-hero-latest-text-2

Future of Work
Jeff Jolton on the future of work: https://community.thriveglobal.com/jeff-jolton-on-how-we-need-to-adjust-to-the-future-of-work/

Denise Rousseau and **Xinyu Hu** on working from home: https://www.msn.com/en-us/health/medical/what-would-you-do-to-keep-working-from-home/ar-AA19OsHT

Employee Well-Being
Leann Kang Pereira with steps to rebuild employee morale after layoffs: https://hrdailyadvisor.blr.com/2023/03/29/3-steps-to-rebuilding-employee-morale-after-layoffs/

Tammy Allen on the impact of remote work on mental health: https://thehill.com/policy/healthcare/3986860-employees-love-remote-work-but-is-it-good-for-our-mental-health/

Nathan Iverson on employee happiness: https://www.success.com/is-happiness-at-work-the-employers-responsibility/

Meisha-ann Martin on the effects of layoffs on mental health: https://www.popsugar.com/fitness/mental-health-toll-of-job-loss-49159397

Misc.
James Beck with research into breaks at work: https://scienmag.com/employees-tend-to-avoid-taking-breaks-despite-high-levels-of-stress/

Beverly Tarulli on pay transparency: https://www.shrm.org/resourcesandtools/hr-topics/compensation/pages/pay-transparency-requires-leaders-commitment.aspx

Clair Reynolds Kueny with strategies to combat opioid-use disorder: https://www.phelpscountyfocus.com/school/article_5f1b1fbc-e098-11ed-984c-1bea66c48ee5.html

Samantha Paustian-Underdahl on how organizations can boost retainment of pregnant women and new mothers: https://www.wiareport.com/2023/04/how-organizations-can-boost-retainment-of-pregnant-women-and-new-mothers/

Danielle King on the problem with valuing resilience as a skill in the workplace: https://qz.com/the-problem-with-valuing-resilience-as-a-skill-in-the-w-1850378695

Gena Cox on how to answer "Why Should We Hire You?": https://wtop.com/news/2023/05/how-to-answer-why-should-we-hire-you/

Membership Milestones

Larry Nader & Jenny Baker

SIOP appreciates the following members who have been a part of SIOP for 25 years. Welcome to the Sterling Circle!

Annie Adams	Allen Kamin
John Avis	Lorry Olson
Peter Hausdorf	Jennifer Tucker
Michelle (Mikki) Hebl	Thomas Wright

We also want to welcome these members who completed the upgrade from Associate to Member. Congratulations!

Mushtaque Channa
Trevor Foulk
Aleksejs Krapivka

Finally, please welcome the following new Professional Members of SIOP:

Simona Abikova	Maria Hincapie	Leann Pereira
Anna Barnhill	Giles Hirst	Janette Piankoff
Ariel Finch Bernstein	Leidy Hoyle	Bonnee Price Linden
Daniel Borakove	Marijke Hulsing	Feng Qiu
Aaron D. Brown	Reginald Johnson	Cassandra Rhein
Kriste Marhefka Buchanan	Bradley Johnson	Jackson Roatch
Sam Carruthers	Anna Kallschmidt	Mark Roebke
Judith Clair	Michelle Hyun Ji Kim	Ann Rohrer
Muriel Clauson	Jason Lyle Kinney	Michael Roquet
Kate Conley	Wenmo Kong	Jenna Rowland
Jan Corstjens	Karoline Hofslett Kopperud	Sarah Schaible
Candace B. Cronin	Rachel Kriete	Gina Schirripa
Christina J. Cummins	Temitayo Lawal	Andrea Selvaggio
Shira Cygler	Tammy Dee Lepird	Ting Shen
Joseph Dagosta	Laura Little	Joe Sherwood
Brendan Danker	Jeanette Lopez-Torralba	Nicole Sicilia
Nicole J. DeKay	Henriette Lundgren	Klaira Simon
Udayan Dhar	Charlotta Lundgren	Myra Sohail
Annamaria Di Fabio	Steven Manning	Kelly Spiess
Hadeel El-Ahraf	Ike Marieta	Matthew Edward St. Pierre
Whitney Ellis	Brian David Martin	Shalyn Stevens
Lacey Farrow	Samantha R. McIntosh	Kate Stevenson
Stephanie Felice	Sharon McKean	Elizabeth Stillwell
Ali Fenwick	Sarah Melick	Shirley Terrell
Michelle Flynn	Leticia Menezes	Maggie Thompson
Eric Frazer	Bradley Miller	Phillip Thompson

Casey A. Giordano	Katherine Minet	Gwendolyn Elizabeth Tzannes
Dan Goering	Kelle Moracz	Jes Michelle Valentin
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SIOP member **Jennifer L. Hughes**, with coauthors Abigail A. Camden, Tenzin Yang-chen, Gabrielle P. A. Smith, Melanie M. Domenech Rodríguez, Steven V. Rouse, C. Peeper McDonald, and Stella Lopez, has published a new article about inclusive demographic questions for surveys. "Guidance for Researchers When Using Inclusive Demographic Questions for Surveys: Improved and Updated Questions" is an updated version of Hughes et al.'s (2016) article, which encouraged authors to think about and update the demographic questions they use in their research surveys.

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In addition, all survey questions from this article are now available in Qualtrics format at: https://osf.io/qytnx/